Alaska STEPP
User's Manual

School Year 2013-2014
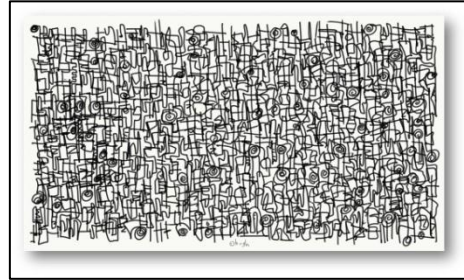
Alaska **STEPP**

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The Purpose of Alaska STEPP

"The ultimate goal of school improvement is for the people attached to the school to drive continuous improvement for the sake of their own children and students." Dr. Sam Redding, Center on Innovation and Improvement

Improving schools is a complicated pursuit. Few systems are more complex than the public education system. There are at least four levels to its structure: state, district, school, and classroom. There are also dozens of layers in and around and connected to each level, such as federal government, state government, local governments, tribal councils, boards of education, advocacy groups and consultants. Efforts to work hard and do the right thing at every level and within layers sometimes compete. Lines get messy, which may mean that little gets accomplished.

Alaska STEPP is a school improvement navigational tool that guides everybody in the same direction.

Alaska STEPP shows where you are relative to your destination,

provides detailed routes for reaching it,

and accommodates for variations. *Yet the destination remains constant.*

This means roles are clear, purpose is shared, effort is aligned, partnerships prevail, and improvements are sustained.

Alaska STEPP is a tool for improvement teams to provide the focus, sequence and shared accountability necessary for improvement.

Alaska STEPP provides focus. It is based on the Continuous Improvement model (assess-plan-implement-monitor-adjust). Teams begin by assessing the present level of performance. This brings to light the specific challenges facing a school. Alaska STEPP is accessible by all stakeholders, keeping everyone focused on one plan. There is a built-in self-monitoring system, or checklist, to help the team keep track of what needs to get done.

Alaska STEPP provides sequence. Rubrics show levels of implementation and help define the next steps for teams. *WiseWays* research provides ideas and strategies to include in the plans. Teams select where to focus their efforts based on their assessments. Plans are not confined to one year, allowing for phases of implementation that match the complexity of the goal.

Alaska STEPP provides shared accountability. It relies on team effort to assess indicators and create plans. The plans are accessible by all staff, parents, and community members, increasing transparency and inviting others to pitch in and help. Alaska STEPP is not the responsibility of, or the product of, one person, ensuring that the information collected and plans created become the shared institutional knowledge of the entire school community.

The assess-plan-implement-monitor model is what educators do every day in the classroom. Teachers begin by assessing where their students are performing, proceed by creating a plan to achieve a known target, and then implement the instructional plan. Teachers monitor students' learning to ascertain if the instruction is effective and then adjust the plan as needed. This model of assess, plan, implement, monitor, and adjust is effective for individual students as well as entire schools or districts. When applied to school and district improvement it is called the **Continuous Improvement Model**. This model creates dynamic, responsive schools that meet the needs of all students.
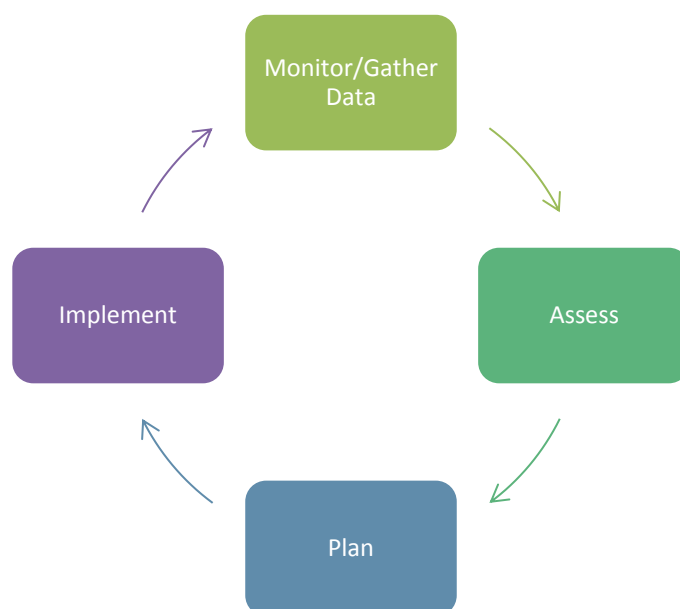
District/School Team Function

What you will find in this section:

- An overview of the Team function
- The recommended/required members of a team
- The similarities and differences between school and district teams

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Alaska STEPP is a tool for both school improvement teams and district improvement teams. The overall process is primarily the same, but the indicators, rubrics, and resources are tailored to the lens of either the district or the site.

The Team icon on the main page links to a listing of the team members. Completing this step is necessary so that the tool can create drop-down menus throughout the assessing and planning pages that will enable the team to choose members to assign tasks and objectives.

Teams should include the instructional leader, teachers, paraprofessionals, parents, and other community members who are invested in the success of the school and district.

Teams may want to consider listing consultants, coaches and trainers on this page. They may not attend every meeting, but having them listed as part of the team allows the team to choose a consultant to oversee or complete tasks in the plan that are related to their work with the site.

District Teams

District Teams have additional responsibilities in the implementation of Alaska STEPP. The district team determines a pacing guide for both the district and site levels that will be used by all teams. Adhering to the pacing guide is important so that work is completed continuously and predictably throughout the year. It is also essential for ensuring that the district's assessing and planning is one step ahead of the schools, which allows for alignment of plans. Sample pacing guides are available from the Department of Education and Early Development.

The district team is also responsible for monitoring and guiding the site plans as the year progresses. The district login allows districts the unique viewing option of selecting any of the sites' plans to determine if they are in need of assistance or coaching. The coaching comments function gives the district administration the option to make and store messages within the tool.

Assessing School/District Indicators

What you'll find in this section:

- The definition of **Key Indicators**
- The definition of **Comprehensive Indicators**
- The Purpose & Process of Assessing

Alaska STEPP's foundation is a set of research-based indicators of effective practice. The indicators provide a benchmark for teams to use to assess their systems and procedures. The indicators are categorized into six domains of effective practice: curriculum, instruction, assessment, supportive learning environment, professional development, and leadership.

Indicators of effective practice are grouped into two categories: Key and Comprehensive.

- **Key Indicators** are the "phase I" practices to implement**.** These indicators build the foundation of an effective system and may provide momentum. The Key Indicators are closely linked to all other indicators, which enables a school or district to address multiple indicators while only assessing and planning for one. The Key Indicators have also been cross-walked with the 7 Turnaround Principles required for Priority schools through Alaska's approved ESEA Flexibility Waiver and state regulations.

- The remaining indicators, the Comprehensive Indicators, provide schools and districts with an opportunity to dig deeper into improvement. A school or district may choose to include a cluster of comprehensive indicators to focus their efforts on a particular domain or add a specific comprehensive indicator that the staff has selected as an area of extreme need.

Filters access specific groups of indicators to assist teams in completing those indicators. The filter drop-down menu lists several options: Key Indicators, (Title I) Schoolwide Plan, and Parent Involvement Policies. When one of these filters is selected, only the indicators related to that specific plan are listed.

Priority Schools need to assess all Key indicators. Focus schools begin their work by considering their needs and how the key indicators might support them, assessing the most applicable indicators. All other users (including one-, two-, and three-star schools) should first assess their greatest areas of need and work with indicators that will help them build systems to provide the necessary support and structure. All indicators have rubrics describing stages of development from limited to exemplary. Teams score their school or district by examining evidence that supports the rating. It is strongly recommended that teams set a time limit for the discussion; most teams find that 15-20 minutes are adequate.

 Alaska STEPP provides teams with the flexibility to work through the process in a way that best fits them. Although a plan cannot be created before assessing an indicator, teams can choose to assess all

indicators before planning, assess and then plan for each indicator, or assess a group of indicators and then plan for those indicators. The choice of how to approach the work should be made at the beginning of the year during the first meeting. Some questions that may guide a team's decision include, "Do we agree on where our areas of most challenge are? Is that supported by data? Which option—assess all then plan, assess and plan, or cluster—fits our working style best? Do we want to do all the work together or break into smaller teams and present our ideas to each other?"

It is important to realize that the purpose of assessing indicators is to give an accurate representation of what is currently happening at the site. Providing accurate descriptions is essential for two reasons. First, it provides teams a clear starting point, thus opening the possibility of making a meaningful decision about what plan to make. Second, it provides the district the opportunity to support efforts at the site in an efficient and effective manner. District teams set the tone of this honest reflection by stating the intention of assessing.

Teams follow this general pattern when assessing an indicator:

1. The Process Manager informs the team which indicators will be the focus of the upcoming meeting.
2. Team members gather data, or evidence, to inform the team's discussion.
3. The team meets and begins by ensuring agreement on the meaning of the indicator and the terms used within the rubric. Then the team discusses specific examples from their site that support a rating of a 1, 2, 3 or 3+, reaching consensus.
4. The team documents in the tool what is currently happening at the site, citing specific examples when appropriate.
5. If a score of 1 or 2 (limited implementation) is given, teams assign an opportunity and priority score to assist them in prioritizing during the planning phase.
6. If a score of 3 or 3+ is given, teams are prompted to describe what plans and structures are in place to sustain their efforts.

> Some questions you may want to use to guide your discussion may include:
>
> - What rubric score matches our site?
> - What are we doing that matches the description in the rubric?
> - What are we missing?
> - What practices can we describe in the text box to explain why we have this score?

Needs Assessment

What you will find in this section:

- Definition of the purpose and process of the Needs Assessment Supplemental Form

Alaska STEPP's Needs Assessment form guides teams through the process of analyzing student data to identify where the school or district is doing well and where efforts need to be focused. The steps within the Needs Assessment process ask teams to analyze multiple data sets across the grades to determine the specific needs of each student subgroup and the needs of the student body as a whole. In addition to looking at SBA data, the team may choose to look at any data that tells more about the students. This larger data set may include benchmark assessment data, school climate data, attendance and graduation data, and HSGQE data.

The Needs Assessment is to be completed by all districts and schools each fall.

Throughout the Needs Assessment process, teams will be directed to write two types of goals. The first type of goal to be written is a goal that encompasses all of the students and becomes the school-wide goal.

Secondly, schools and districts will be asked to write specific goals for subgroups that did not meet their Annual Measurable Objectives (AMOs). Teams will use their school or district's data within DIASA to complete these questions. If a subgroup did not make its AMO, then a SMART goal (Specific, Measurable, Attainable, Realistic, Time-bound), should be written pertaining to the area in which the AMO was missed.

After the team has worked through the Needs Assessment form, it should be submitted through the dashboard. A PDF copy of the Needs Assessment will be stored on the dashboard for the team to reference throughout the year.

Planning

What you'll find in this section:

- An overview of the steps in the planning process
- How to enter objectives and tasks into Alaska STEPP
- A description of the "Notes from Your Discussion" text box
- How Alaska STEPP creates a historical record for reference

Schools and districts create goal-oriented plans with discrete tasks in Alaska STEPP in Create School/District Plan. After analyzing data and determining focus areas, teams are guided through a planning process that uses this information to create plans with high potential for improving student achievement. Alaska STEPP saves users' work and does not allow users to move forward unless all required information has been completed. This prevents lost time and errors in planning.

A team can assess and plan during the same meeting, or choose to plan in a separate meeting. Best practice recommends that the district's pacing guide is slightly ahead of the schools' pacing guide so that schools can align their plans with the larger district goals.

Note: "indicators" become "objectives" during the planning phase.

Teams follow this general pattern when planning an objective:
1. The team selects an assessed indicator with a score of 1 or 2 from which to plan.
2. A team member is selected to oversee the progress of the plan.
3. The team describes how the plan will look at their site when full implementation is reached. Many teams find it helpful to get ideas from the 3 or 3+ rubric descriptions and then personalize them to their sites.
4. Teams enter a realistic date of attainment by which they will reach full implementation. This date is not limited to the current school year.
5. Teams create discrete tasks that lead to the full implementation of the objective. Teams can create as many tasks as are needed.
   a. Each task is given a due date and is assigned to a member of the team or the school community.
   b. Teams record any previous strategies used to address this objective in the "Notes from Your Discussion" text box. This will document what has been tried and the outcome or impact of the efforts. The "Notes from Your Discussion" text box is also where details such as contact information, resource possibilities, and other discussion points can be recorded. This allows team members to return to Alaska STEPP for reference. The information becomes a historical record available to new staff members.

Implementing

What you'll find in this Section:

- Resources for guiding your implementation
- Resources for leading change initiatives

Alaska STEPP is a tool that provides a framework for schools and districts to plan in a continuous improvement format. This allows for realistic timelines when planning immediate objectives or those that will take several years to accomplish. Built-in supports such as the **Rubric,** *WiseWays*, and **Planning Your Meeting** assist teams to work efficiently and to use best practices. The software is user-friendly and stores information for easy reference. Instructions for how to use these tools are found within this User Manual.

However, the software cannot implement the plan; that is the work of professional educators on site and at the district level. The improvement team leads this process but should not be solely responsible for every task. Not only will this over burden individuals, but research in school and district improvement shows that it is essential to include a wide variety of school and community stakeholders. This creates shared vision, shared ownership and shared responsibility that leads to higher-order change that is sustainable.

If a school or district writes a plan with objectives that require a change in practices or philosophy, it is essential to strategize for leading people through that adjustment alongside the plan for increasing student achievement. On the Alaska STEPP dashboard, there are links to information about the turnaround process and guiding these initiatives. These links are located at the bottom of the dashboard under **Other Documents/Web Pages**. In addition, Alaska Department of Education & Early Development staff is available to assist schools and districts in accessing resources.
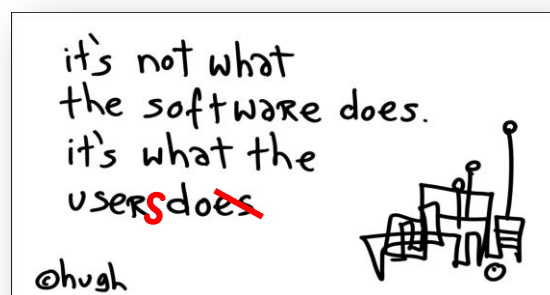
Self-Monitoring

What you'll find in this Section:

- How to access the objectives and tasks associated with your School/District Improvement Plan
- How to enter information regarding the completion or work towards completion of a task

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Plans must be implemented in order to effect change. Alaska STEPP assists teams with keeping their plan dynamic with Monitor Plan. Teams report on the progress made toward accomplishing the objectives and their related tasks. This helps the team to hold themselves accountable for the work they designed and allows them to adjust their plan when necessary. It is recommended that teams begin each meeting with the monitoring step.

The objectives included in the plan are listed with a brief description that includes: person responsible, target date, number of tasks, percentage of tasks complete, and when the objective has been met. The objective list can be sorted by any of the fields, allowing a team to focus on specific goals such as upcoming deadlines or tasks that are nearly completed. The tasks are also color-coded (i.e. complete, not complete, or in need of a task) for easy reference. This color-coding is consistent throughout the tool.

To enter information regarding the completion, or work towards completion, of a task, select the objective from the list in Monitor School/District Plan. Select the task from the list and then update the task by adding notes to the comments section and/or entering a completion date. When a completion date is entered, a text box appears asking users if the objective was fully met, if it is not met and additional tasks need to be entered, or if the team is not ready to make a decision at this time. The final two options reinforce the continual improvement process and allow teams to adjust plans.

If a team chooses that the objective has been fully met, a text box appears that prompts them to write the status of the objective. This includes reflecting on the experience of pursuing this objective, what continued work will be necessary to sustain efforts and continue to meet the objective, and evidence that this objective has been fully and effectively implemented. The tool will not allow users to move forward unless each of these boxes is completed.

Year 1, Year 2 and the Process Manager's Responsibilities

Alaska STEPP is a framework and a tool. The team and the leader are the most valuable assets in the school improvement process. This process relies upon the collective capacity of the group and their shared goals. The goal of Alaska STEPP is to organize and facilitate the team's work in order to create and implement a targeted, effective plan.

Year One in Alaska STEPP

The year begins in the late summer or early fall with an on-site training for all site and district process managers. This training will cover the purpose, process and products of Alaska STEPP. It will provide process managers with opportunities for guided practice using the tool and an overview of the resources available.

Each district should establish a pacing guide that outlines the indicators to be assessed by each school and the order in which this should be accomplished. Districts also need to ensure that school and district teams have time to meet regularly. It is strongly recommended that teams meet *at least* once per month. Most teams meet for an hour; it may be useful to have several longer meetings in the beginning of the process.

After the training, the team leaders then begin the process of implementing Alaska STEPP at their respective sites. There are several important pieces to put in place so that the process runs smoothly. Site process managers need to recruit and train their team in the process of Alaska STEPP. Team leaders have several tools at their disposal for this training: this manual, the e-learning module, the introductory PowerPoint used in trainings, and assistance from the district team. This sequence has been used successfully at sites:

- Introduce teams to the purpose and process of Alaska STEPP
- Establish a pacing guide
- Develop a calendar with regular meetings and important benchmarks
- Begin working through the process of Alaska STEPP

As with any initiative, taking time at the beginning of the process to ensure understanding will reap dividends in the long term. It is also recommended that the process manager attend to the adaptive challenges of implementing a new program.

Many sites, especially larger sites, have found it useful to get all of the teachers' input regarding the assessment of each indicator. Collecting this data can easily be accomplished through the use of a survey. EED has created a survey using the Survey Monkey website that can be sent to anyone from which the team would like feedback. It lists all of the indicators, and participants mark what they believe to be the current level of implementation; the results from the survey can then be taken into account while the team is determining the assessment score.

The first team meeting should be reserved for introducing the purpose and process of Alaska STEPP to the team and for creating a meeting schedule for the remainder of the year. After introducing the team to the tool and the Continuous Improvement Model, the team determines the schedule that will help them to achieve their goals. This schedule should include dates to share the work with a larger audience such as the rest of the staff, the school board, or the community.

The second team meeting should focus on the Needs Assessment . This analysis needs to be done prior to looking at the other indicators so that the team has a picture of the school's successes and challenges. The team analyzes multiple sources of data. Some possibilities include state testing data, district and school assessments, attendance, graduation rate, behavior referrals, and parent volunteer rates.

The subsequent team meetings will be conducted in this pattern.

The team gathers data to inform assessing and/or planning discussion.

The team determines present level of implementation, coming back to the data (or evidence) to support their rating, and describes in full what is currently happening at the site.

The team determines which indicators, now refered to as objectives, will be the focus of planning. In-depth plans are created for these objectives with discrete tasks and deadlines.

note: schools and districts may have required objectives to plan for based on their star ranking and/or district requirements. However, not all required objectives will need in-depth plans.

The team monitors the completion of the tasks and the implementation of the plans. Team discussions are focused on the progress toward goals and on determining if the plan is creating the desired change. If necessary, teams can modify their plans at any time.

Note: As teams move through the planning process, they begin each meeting by monitoring their work and entering information regarding completed tasks.

Year 2 and Beyond

The first year of implementing Alaska STEPP is the most intensive year because teams are shifting to a continuous improvement process, learning how to use the software and going through the initial, time-intensive assessing phase. But what happens next?

The process of Alaska STEPP is built on Continuous Improvement. This means that there is not one date when things are finished, the plan is put in a binder, and the work is done. Instead, this process relies on regular team meetings to monitor the plans that are being implemented and to adjust the plans as conditions change.

Although the work is ongoing, a due date for submitting the plan is needed for budget and other requirements. To submit your Alaska STEPP work, go to the Dashboard to the Required Reports section near the bottom of the page.

Click the Submit button next to Alaska STEPP - School Indicator Report. When you click the Submit button, a PDF of the Comprehensive Plan Report is generated. An email is sent to the district for school plans and EED for district plans, notifying them that the plan has been submitted. The Submit button is grayed out, and the date of submittal appears beside it.

Teams can continue working in the tool after they submit the plan. The plan can be updated.**

Each subsequent year that a school or district works in Alaska STEPP, they begin by completing the Needs Assessment. The most likely time for this to happen is after the school receives its most current SBA information.

If the members of the team have changed from the previous year, go to School Team to update the team information.

Teams do not need to reassess every indicator each year. It is recommended that the team begins the year by reviewing the comprehensive plan report, noting progress, updating notes in the tool, and creating a pacing guide that includes monitoring of specific goals as well as which indicators need reassessment based on changes in the school and data analysis. For example, if staff turnover was high in a given year, the indicators in the professional development or instruction domains may need to be revisited. If a principal is new, the team may want to look again at the leadership domain to determine what areas may need additional support or a change in plans.

Facilitating an Alaska STEPP Meeting

The success of Alaska STEPP relies on regular, effective team meetings. Below are suggestions on how to use research-based practices for these meetings and descriptions of the built-in supports that Alaska STEPP provides to save time and assist with organization.

Highly effective teams create norms, or working rules, that establish procedures and a common understanding of their group values around important issues such as communication, time, and professionalism. One excellent resource for information on this topic is the Alaska Comprehensive Center website at alaskacc.org.

One way to guide a team's creation of norms is to have each member answer the question: What do I need to do my best work? A list of five to seven items that everyone agrees to then becomes a foundational piece for their work together. Some common teams norms are:

1. Begin and end on time.
2. Pay attention to how much you and others talk; share the air space.
3. Use respectful and professional language.
4. Stay on task; keep the cell phones and email off.
5. Adhere to the agenda and time frame.

Norms should be created at the very first meeting and read or posted at the beginning of each meeting, reminding participants of their contract with each other.

It is important for the principal or instructional leader to be willing to begin the difficult conversations that may occur while assessing the school's progress or in discussing reasons for low student achievement. At times, these discussions may feel personal to team members, but it is essential that everyone work against the natural inclination to take these discussions personally. The purpose for honest assessment is that the actions of the team will be directed toward changing practices that are not producing the desired level of student achievement.

Facilitating this conversation requires the leader to encourage everyone to speak, to monitor the adherence to the group norms, and to keep an eye on the time and productivity of the conversation. One resource for information regarding this topic is the Alaska Comprehensive Center website at alaskacc.org.

> **Process Manager Helpful Hints**
>
> ✓ Create norms with the team.
> ✓ Establish a positive and collaborative environment for your team.
> ✓ Choose an indicator to use as a model
> ✓ Determine the requirements of the pacing guide.
> ✓ Schedule meetings at least once per month.
> ✓ Schedule the year's meetings as early as possible to establish priority.
> ✓ Choose who will be in charge of the technology.
> ✓ Utilize the STEPP meeting planner.
> ✓ Make notebooks for each team member.

As Process Manager, one idea to consider is to begin the year by modeling honest and open assessment for the team. This might be accomplished by sharing a self-assessment, and accompanying evidence, of a specific indicator within the leadership domain. This serves two purposes. First, it models the process and the importance of using evidence to support a rubric score. Second, it opens the door to having meaningful discussions about the work of the educators in the school without finding fault.

Year-long Meeting Guide/ Helpful Hints

The team begins by considering the requirements as defined by the district's pacing guide. There is not one right way to complete the work. However, it is important to determine what amount of time the team will need to fulfill the request of the district. Time is a scarce resource in every school, so it is essential that the meetings be scheduled as early in the year as possible and a commitment made by all involved. There may be some meetings where the entire team is not able to be present. Plan on meeting anyway, trusting that the people at the table are those that need to be there.

It is strongly recommended that each team leader schedule an Alaska STEPP meeting at least once per month for the length of the school year. These meetings should be calendared in a predictable pattern, such as "every second Tuesday at 2:30." Some principals have found it helpful to hold two meetings per month in the fall, giving teams the time needed to get accustomed to the process and the tool. Another strategy used by principals is to have one or two longer meetings, up to a half-day, early on in the process to establish momentum and to complete a large amount of work.

Some principals have found it useful to delegate the responsibility of entering information and navigating the technology to another team member who possesses strong computer skills. This strategy frees up the team leader to focus on facilitating discussions and leading the improvement process.

Some teams choose to work from the paper worksheets created in the meeting planner and then enter the information into the online tool after the meeting. Other teams prefer to work directly online and enter the information as they go, in real time. If teams choose to work online, please remember that the program needs to be active every 30 minutes. In the event that the program times out due to inactivity, simply log in again. Remember to save whenever possible, as there is no auto-save feature within Alaska STEPP.

It is important for the team leader to take the lead in organization, effective use of time, and follow through. Team leaders may find the *WiseWays* resource helpful to prepare their team for discussions around difficult topics. *WiseWays* are documents that provide an overview of research and best practices linked to each indicator. Distributing this information to all team members prior to the meeting will help everyone have the same level of basic knowledge regarding a specific indicator.

Alaska STEPP also has a built-in meeting planner that allows the team leader to select which indicators to discuss at any given meeting and allows them to efficiently print out all related materials. Additionally, within the meeting planner, there is a place to record notes (or minutes) from the meeting so that everything regarding the team's efforts in Alaska STEPP is saved in one location and is easily accessible.

Parent Involvement Analysis Tool

What you'll find in this Section:

- General description of the **Parent Involvement Analysis (PIA) Tool**

The **Parent Involvement Analysis** online tool guides a school-based team through an inventory and self-assessment of parent involvement policies and practices, resulting in objectives for improvement that can become part of the school improvement plan. **The PIA is optional**, but may dovetail nicely with work that schools and districts are already doing regarding parental involvement.

The PIA team may be an existing team (school improvement team) or a team formed especially to conduct the analysis. A typical team should include the principal, school staff, and parents. At least half of the members of the team should be parents of currently enrolled students and not employed by the school or district.

The time investment necessary to complete the analysis process is approximately four to five hours.

There are 5 steps in the Parent Involvement Analysis:
Step 1: The principal completes the School Information Form.
Step 2: The principal gathers copies of key documents for review by the school team.
Step 3: The school team scores the key documents with the rubrics provided.
Step 4: The school team completes the School Community Survey.
Step 5: The school team completes a needs assessment and develops objectives to include in the school improvement plan.

School Information Form	Policy Analysis	School Community Survey	Needs Assessment	Objectives developed for inclusion in school improvement plans
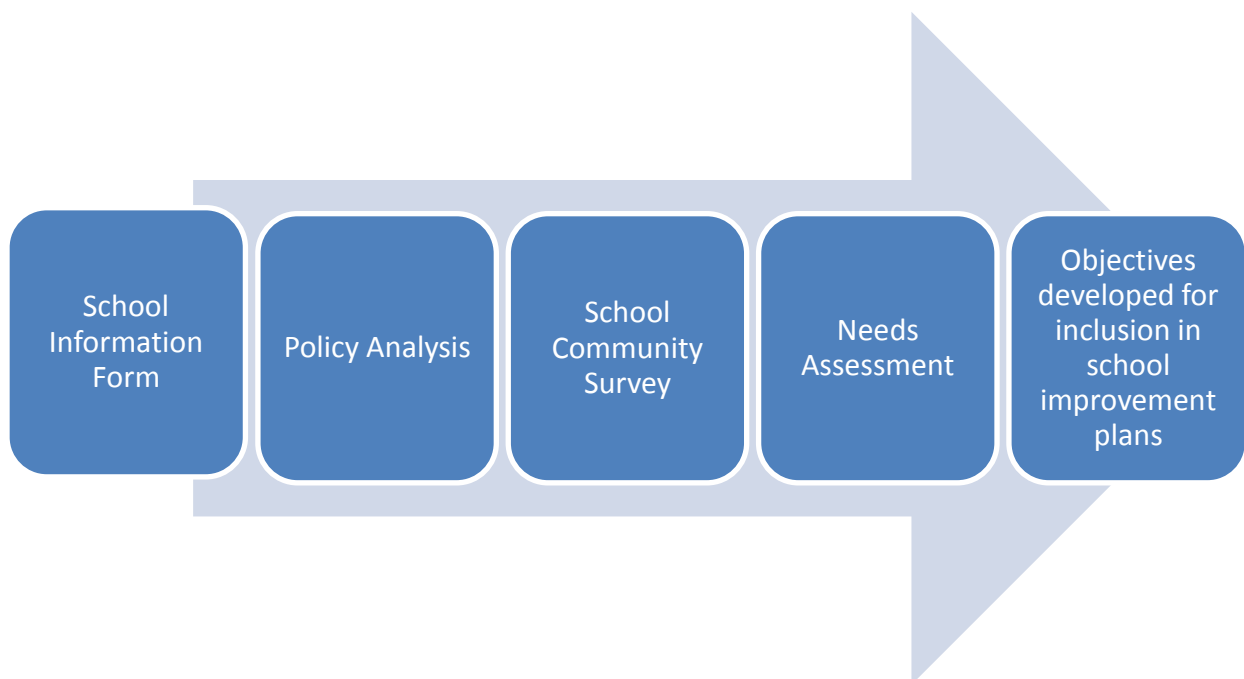
Understanding the Alaska STEPP Manual Directions:

This manual provides step-by-step visual directions for using the Alaska STEPP Improvement Planning Tool.

Each page has a title and text that describes the basic purpose of the process illustrated.

Key to Symbols used

A red circle indicates the location of a button or link

A green motion arrow indicates links between actions

Call out boxes provide further explanation of text or buttons

Brackets indicate a group of items referred to in the text or directions

Callouts indicate reminder notes
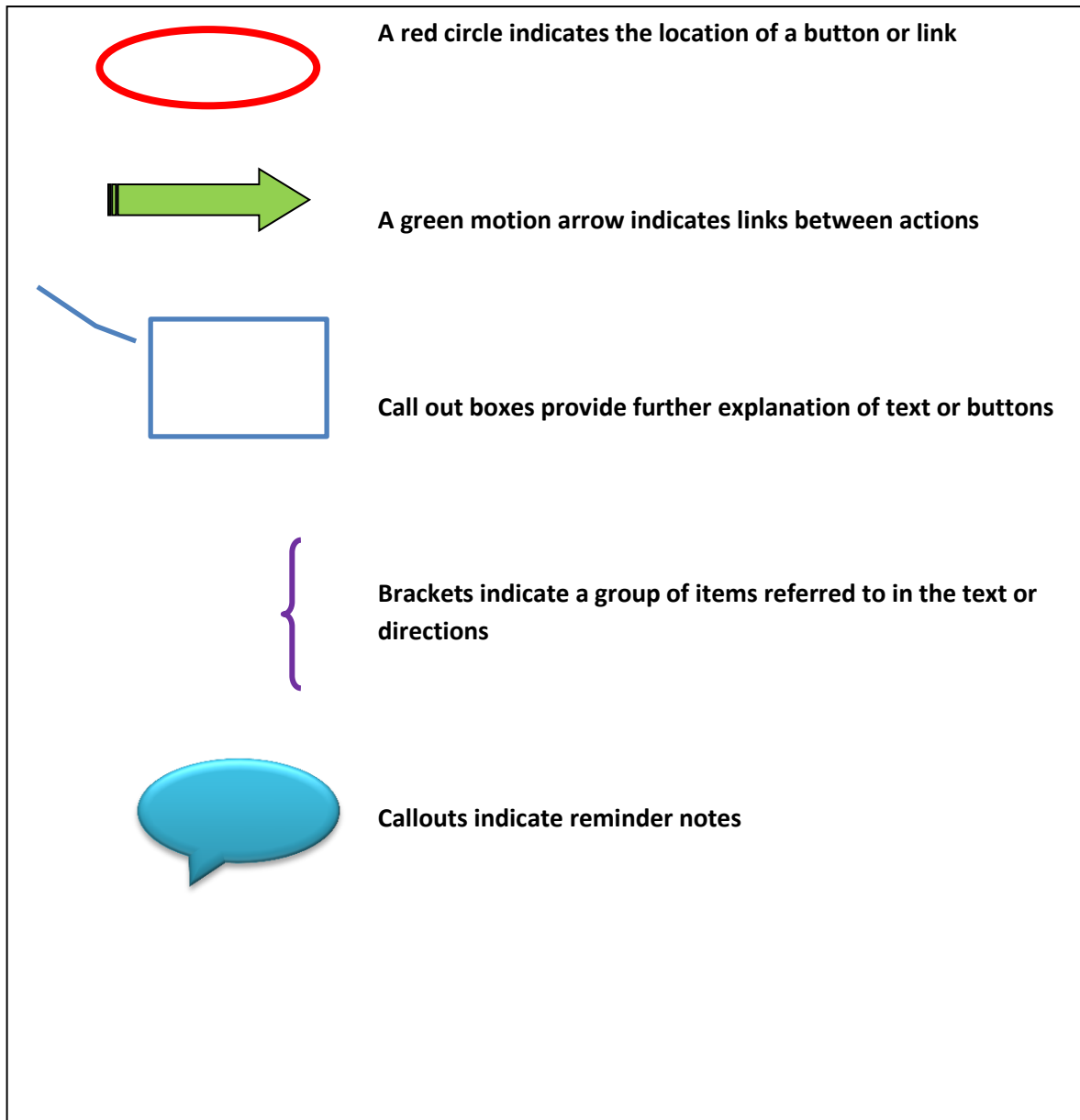
Important Notes about Alaska STEPP

- Users are not able to move on until all sections on a page are completed.

- Always use the navigation buttons within the tool to travel between pages instead of the browser's "back" button or arrow.

- Save buttons are located at the bottom of each page and/or text box. Save work often.

- When the Center on Innovation and Improvement (CII) updates the *Indistar* program that hosts Alaska STEPP there will be notices in the **Update** box on the main page. When the button is clicked, a text box appears to further explain the updates to users.
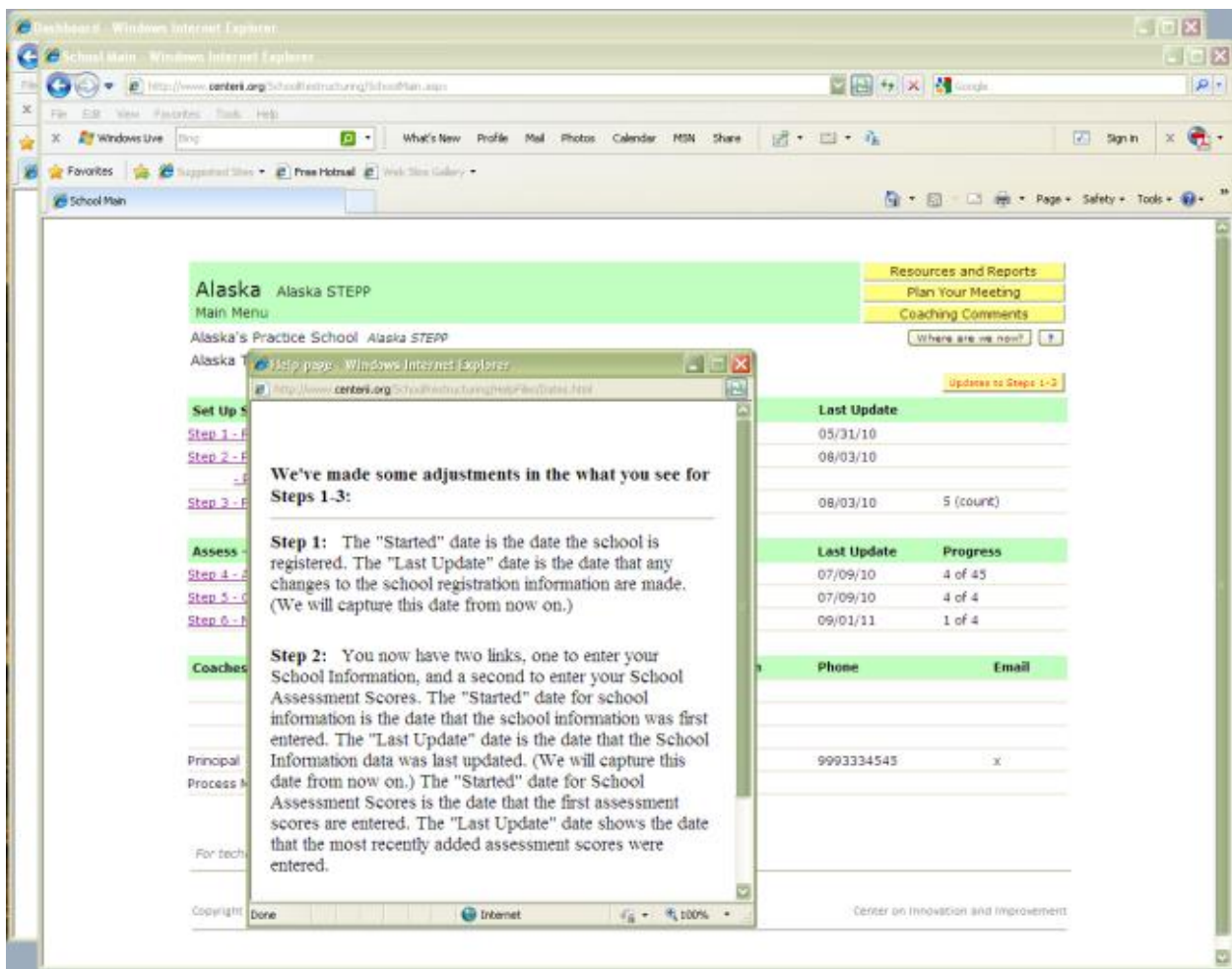
Alaska STEPP Log In

Located on the Alaska Department of Education & Early Development Website

The Alaska STEPP login is located on the EED website, http://education.alaska.gov, under the orange "Support" star.

Preparing College, Career, & Culturally Ready Graduates

Standards

Assessment

Accountability

CLICK ON A COLORED TAB OR STAR

Parents & Community

Support

Alaska STEPP
Steps Toward Educational Progress and Partnership

Registered users, click here to login.
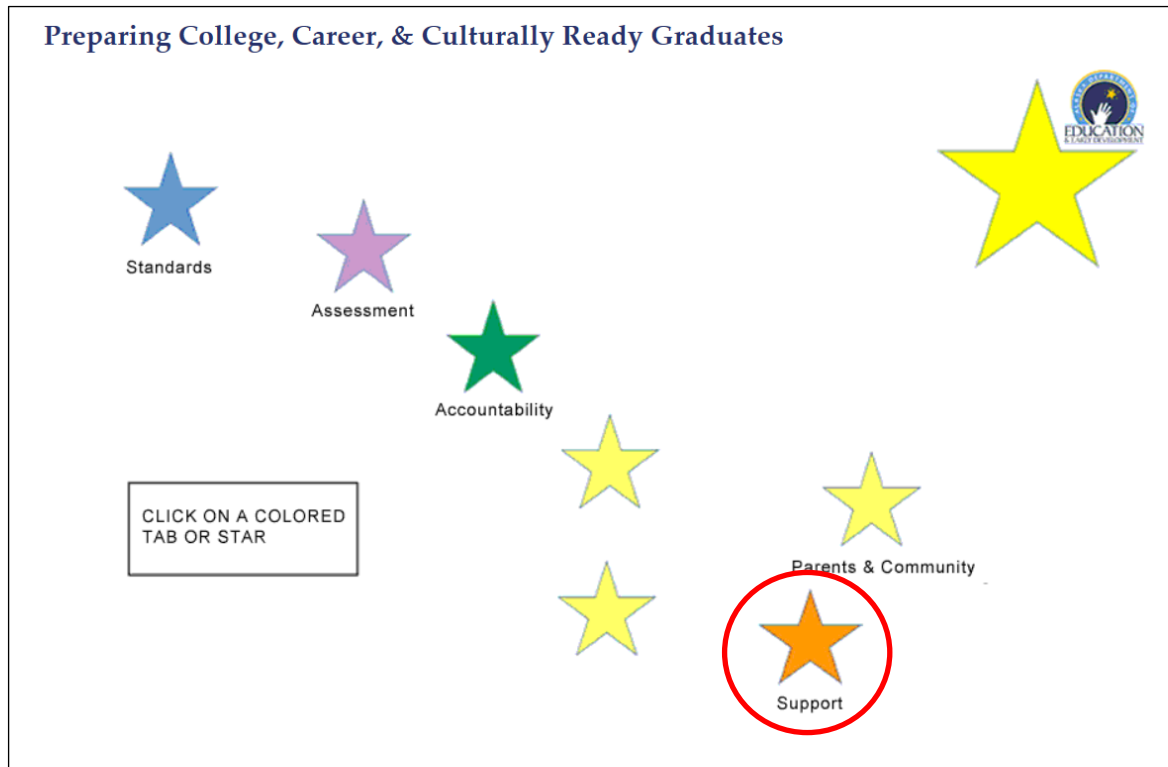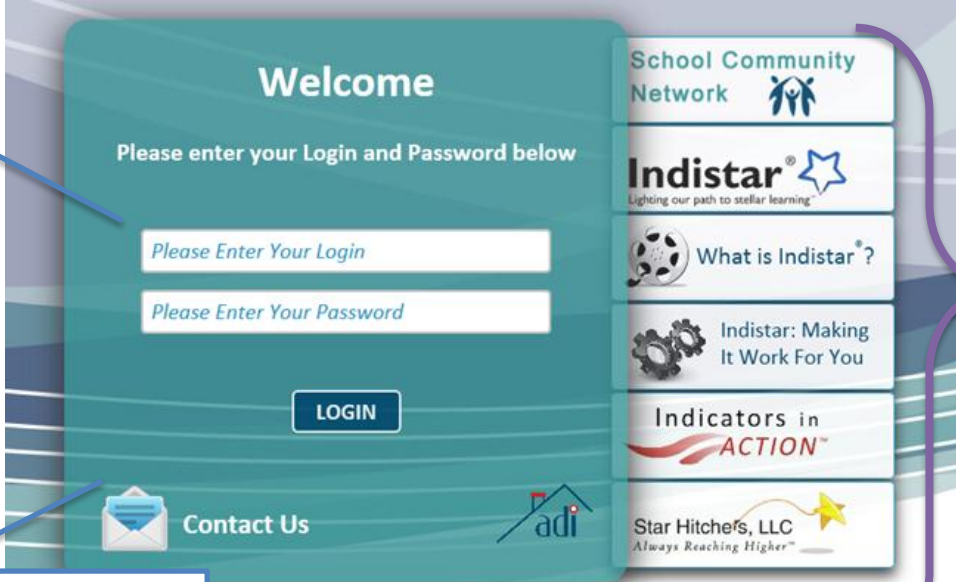
1. Click on the **AK STEPP** tab and choose "Login to Alaska STEPP".
2. Click on the URL *http://www.indistar.org*
3. This link will take you to an external website. Click OK to proceed.

Alaska STEPP Login

Welcome Screen

Each district and each site will be provided with one process manager login name and password. This login is the only one that allows users to write/edit information in Alaska STEPP.

Additional read-only logins will be provided to distribute to staff, parents, school board members, and other stakeholders. These logins are called "Guest Logins." They allow guests to view the comprehensive plan report, the summary report, and the Where Are We Now report.

Enter your Login and Password here.

Click **Login.**

These tabs link to resources and support for Indistar, the program that hosts Alaska STEPP.

This link will connect you to the Indistar staff.

To contact EED staff please see the contact information on the inside front cover of this manual.

The Dashboard

The Dashboard is the home screen for Alaska STEPP.

These tabs provide quick access to the required forms, the submittal links, and support resources.

Angie's Test School

Alaska Test District

| Home | Forms to Complete | Required Reports | Docs & Links |

Messages	My Online Tool(s)	Description
	Alaska STEPP - School Indicators	Review Progress

This link takes users to the Alaska indicators of effective schools and districts and the three parts of the continuous improvement cycle: assess, plan, and monitor.

This link is a short cut that allows users to view the following:

- Summary Report
- Comprehensive Report
- Comments & Reviews
- Task Report
- Where Are We Now Report
- Team Meetings History

Any messages from a designated STEPP coach will appear here. For coach logins and passwords please contact EED.

The Dashboard

Forms to Complete Tab

Schools and districts that submit plans to EED can access the assurances, budget, and budget narrative using the Forms to Complete Tab.
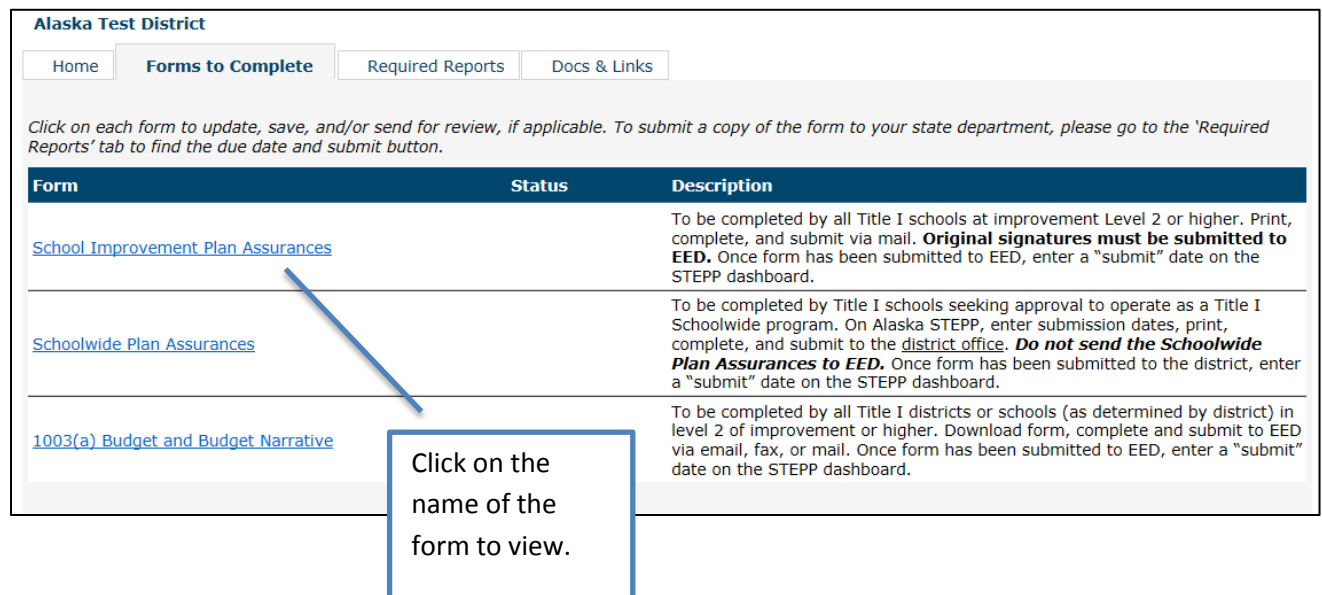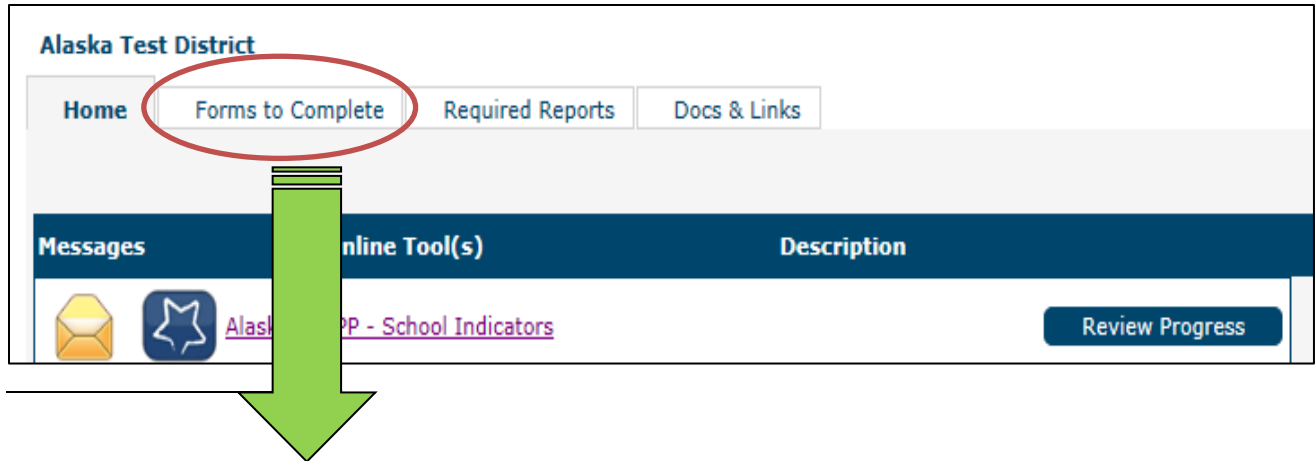
The Dashboard

Required Reports Tab

Schools and districts that submit their improvement plans to EED submit the forms no later than November 1 of each year by clicking the submit button under the Required Reports tab. This creates a PDF of the report as it is written on that date. Teams can continue to work on the report after it is submitted, revising as needed.
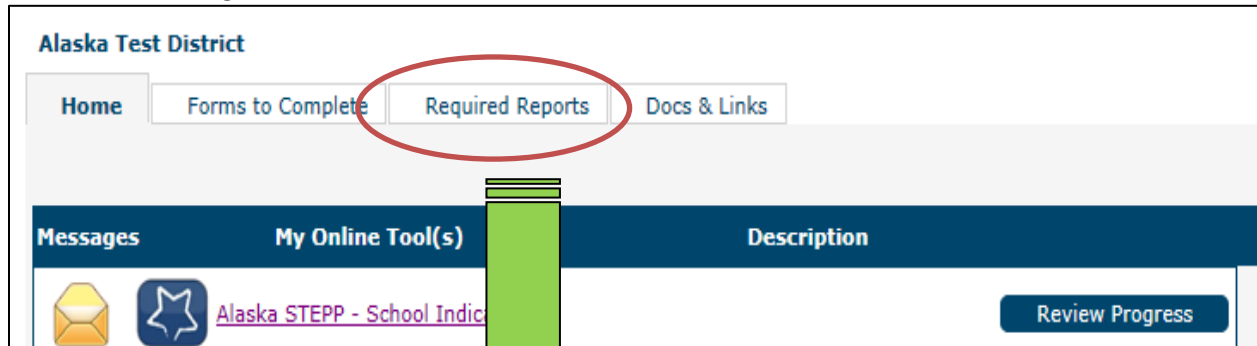
The Dashboard

Docs & Links Tab

The Alaska STEPP Docs & Links tab provides access to supplemental tools that can assist teams with completing their STEPP plan. Of particular note is the eLearning Module, which provides free, on-line video tutorials for each part of the process.

Alaska Test District

| Home | Forms to Complete | Required Reports | Docs & Links |

Messages	My Online Tool(s)	Description
✉	⭐ Alaska STEPP - School Indicators	Review Progress
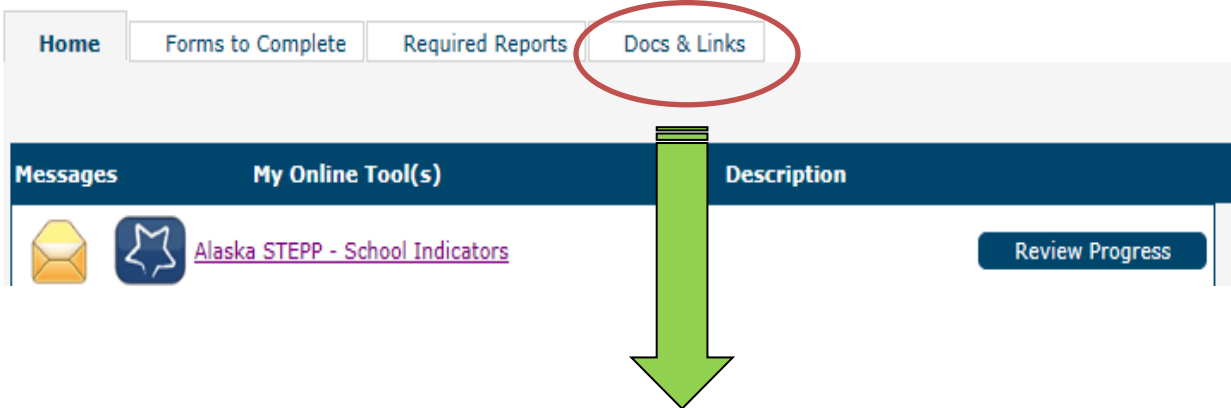
	Document - Resource	Description
🔗	Alaska STEPP Guiding Questions	A set of guiding questions for the "team" to reflect upon which will lead to a deeper understanding of the domain and indicators they are about to examine.
🔗	School Site AYP Worksheets	This will take you to a page with a search box, drop down menu. Type in your school district name and you will find your school level AYP worksheet to help guide you in your analysis of data to determine school improvement goals.
🔗	DIASA	Data Interaction for Alaska Student Assessments
🔗	eLearning Module: Alaska Steps Toward Educational Progress and Partnership (STEPP)	This link will take you to a pdf document that explains how to access the eLearning Modules for Alaska STEPP. These modules will help schools and districts navigate STEPP and apply the processes to School and District Improvement.

The Dashboard

Review Progress Shortcut

The Review Progress button is a shortcut to five of the most frequently used reports in STEPP and the function which allows users to create agendas and record minutes of STEPP meetings.

The Dashboard

Review Progress Shortcut Tabs

Summary Report:
This report shows a broad overview of work to date and team members.

Comprehensive Report:
This report shows all data entered to date.
See page 85 for further information.

Comments & Reviews:
This report shows all coaching comments sorted by indicator.
See page 85 for further information.

Alaska Test School- Demo Site   *Alaska STEPP*   **Back to Dashboard**

| Summary Report | Comprehensive Report | Comments & Reviews | Task Report | Where Are We Now | Team Meetings |

|◀ ◀ 1 of 2 ▶ ▶| 🖫▾   🖶

Support for School Improvement Summary Report

Date   07/27/2012

School   Alaska Test School- Demo Site

District   Lincoln School District

State   AK

                  School Leadership Team RI

Task Report:
This shows all tasks, the person responsible for the task, and due dates.
See page 84 for further information.

Where are We Now:
A visual summary report.
See page 86 for further information.

Team Meetings:
A list of all team meetings entered, including minutes and agendas.

Navigating from the Dashboard to the School Process Main Page

The Dashboard (the page with the mountains) links to the main components of Alaska STEPP.

School Process Main Page
Resources & Reports

The Resources & Reports link provides access to supplemental materials for STEPP and to multiple reports that can be used at any time in the process.

Resources

System Instructions and Tutorials: This tab has PDF guides for aspects of the STEPP program. The tutorials are short videos about navigation of the tool that are produced by Indistar. Alaskan-specific tutorials are available on the Alaska e-module.
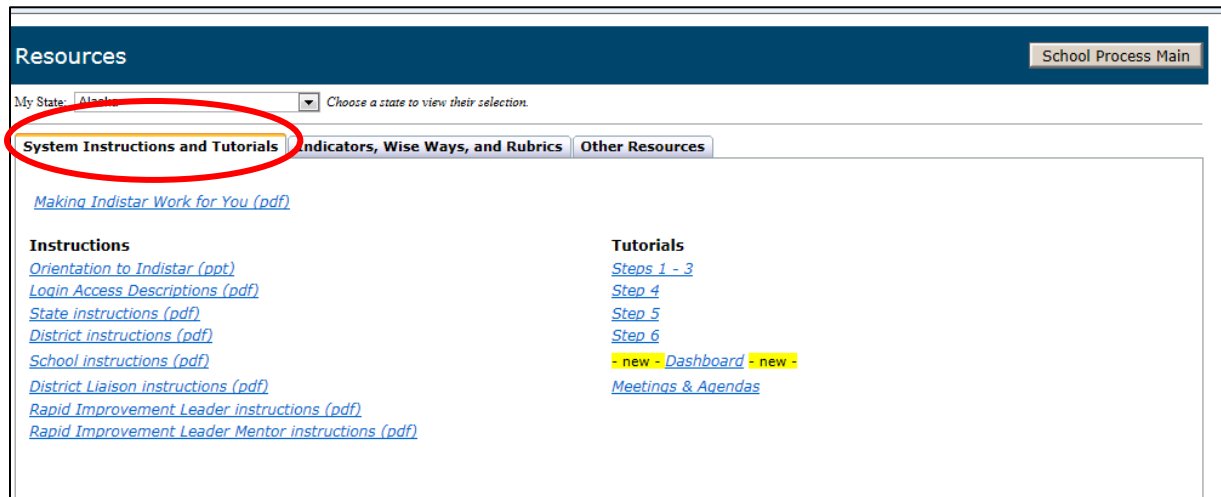
Indicators, Wise Ways, and Rubrics: This tab has PDF versions of the Alaska indicators, rubrics, and the Wise Ways research for each indicator.
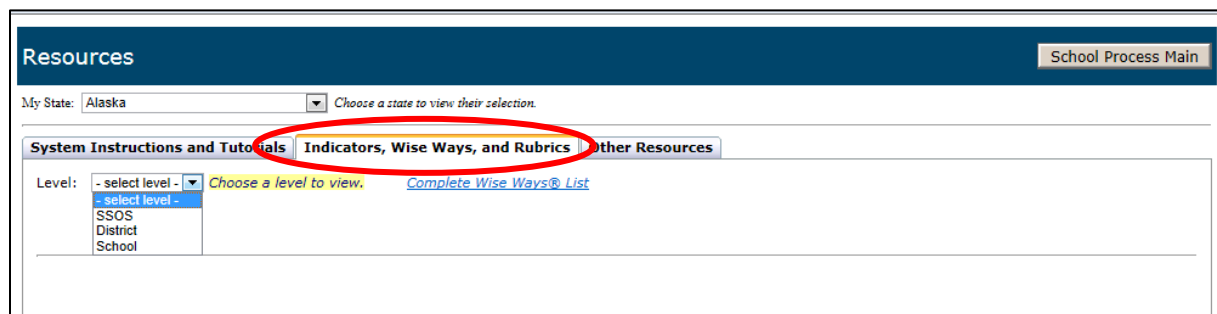
Other Resources: This tab has links and PDFs of other states' indicators and Wise Ways, and links to the Center on Innovation and Learning (CIL).

Resources   School Process Main

My State: Alaska ▾ *Choose a state to view their selection.*

| System Instructions and Tutorials | Indicators, Wise Ways, and Rubrics | Other Resources |

Additional Resources   **Wise Ways**
Helpful links and resources   *District Wise Ways® (pdf) - 59 pages*
Center on I & I   *Continuous Improvement School Wise Ways® (pdf) - 300 pages*
                                                  Rapid Improvement School Wise Ways® (pdf) - 153 pages
Indistar   *AK School Wise Ways® (pdf) - 132 pages*
Indicators in Action   *ID School Wise Ways® (pdf) - 160 pages*
                                                  BIE ELO Wise Ways® (pdf) - 81 pages
                                                  IL District Wise Ways® (pdf) - 77 pages
                                                  IL School Wise Ways® (pdf) - 143 pages
                                                  OK District Wise Ways® (pdf) - 89 pages
                                                  OK School Wise Ways® (pdf) - 234 pages
                                                  BIE School Wise Ways® (pdf) - 186 pages

Reports

The Reports link opens a window with links to each of the reports available on Alaska STEPP. A complete explanation of the reports available in Alaska STEPP is provided in the Reports section of this manual.

Angie's Test School
Alaska Test District, AK   School Process Main

                                                                                    ❓
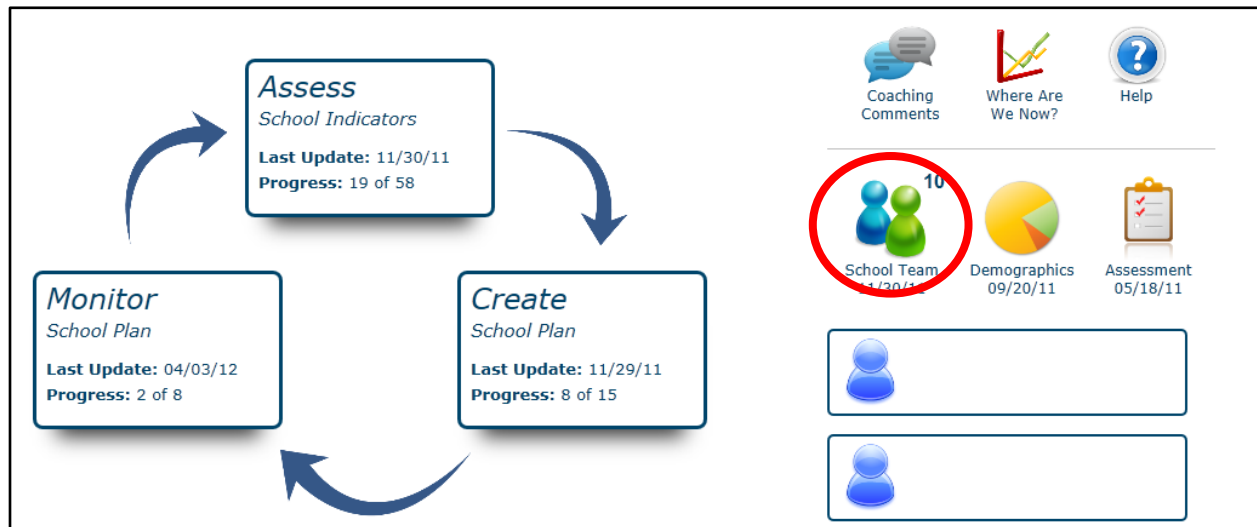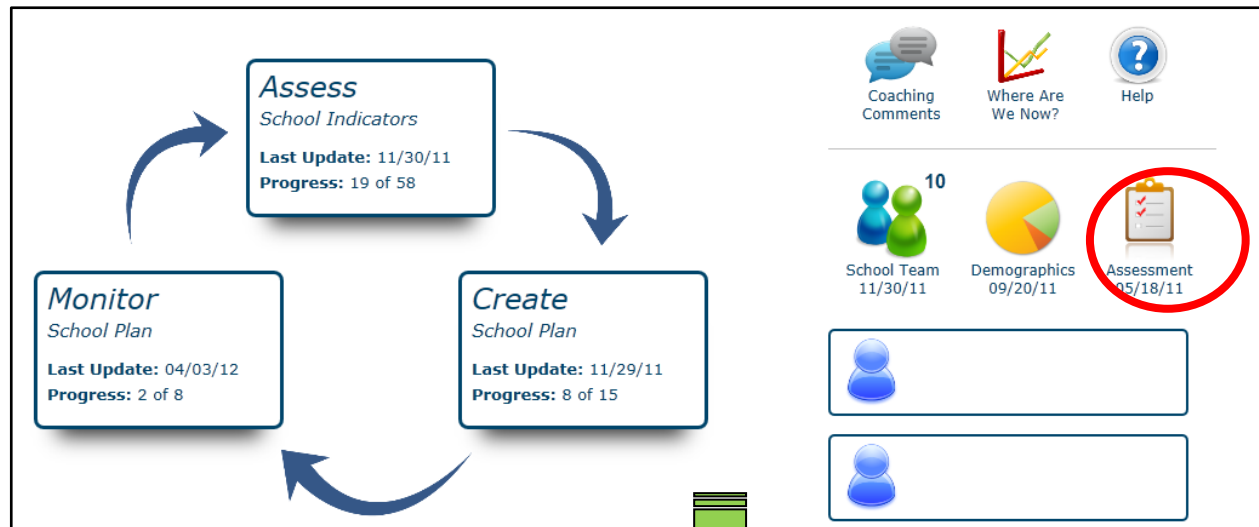   Help

Report Menu

Step 1.	*School Registration*	This report holds registration information for the school, principal, and process manager.
Step 2.	*School Information*	Here you will see the demographic, personnel and enrollment information as entered by the school.
	School Assessment	This report shows assessment information for state and standardized tests as entered by the school.
Step 3.	*School Team Members*	Information pertaining to the members of the School Improvement Team including the principal, the process manager, and others chosen from the school or community to be part of the leadership team is displayed here.
Step 4.	*List of Indicators Included in Plan*	This report holds a list of all assessed indicators that will be included in your plan.
	Detailed Report of Assessed Indicators	This report shows each assessed indicator, including its level of development, opportunity and priority scores, as well as evidence of current implementation.
Step 5.	*List of Objectives Included in Plan*	Here you will find a list of all objectives included in the plan.
	Detailed Report of Objectives Included in Plan	This report holds a list of all objectives, the index score, target date, and team member assigned to it, as well as a description of what the fully implemented objective will look like.
Step 6.	*Tasks Report*	The Task Report gives detailed information for all tasks including the assigned team member and target date for completion.
	Progress Report	This report gives information about the created plan including the number and status of tasks for each objective, the assigned team member, as well as the target date for completion.
	Comprehensive Plan Report	Here you will see a detailed description of the improvement plan including all assessments, plans, tasks, monitoring and implementation information.
	Indicator Checklist Report	This is a customizable report that allows one to choose individual indicators and displays all information for assessments, plans, and tasks for each indicator selected.
	Implementation and Monitoring Report	Here you will see a comprehensive list of only those indicators that were initially assessed as fully implemented or those indicators for which a plan has been created.
	Coaching Comments	This report displays the conversational tool designed for districts to receive and respond to helpful tips and comments from their coach.
	Where are we now?	This report gives an overview of the schools execution of its plan in graph form, as well as a list of fully implemented and completed indicators
	Summary Report	This report displays summary information such as the number of meetings held, numbers of indicators assessed and planned, number of coaching comments, and forms submitted, as well as district leadership team information.
- new -	*Improvement Plan Report*	This report is a minimized version of the Comprehensive Report, omitting the details of the tasks.

School Process Main Page: Plan Your Meeting

The Plan Your Meeting function has three links:

- Meeting Agenda Setup: review and set agendas for STEPP meetings.
- Worksheets: printable worksheets of school information, school team, and the three parts of the STEPP continuous improvement process (assess, plan, monitor).
- Wise Ways / Rubric: List of all the indicators with links to the Wise Ways and rubrics for each.
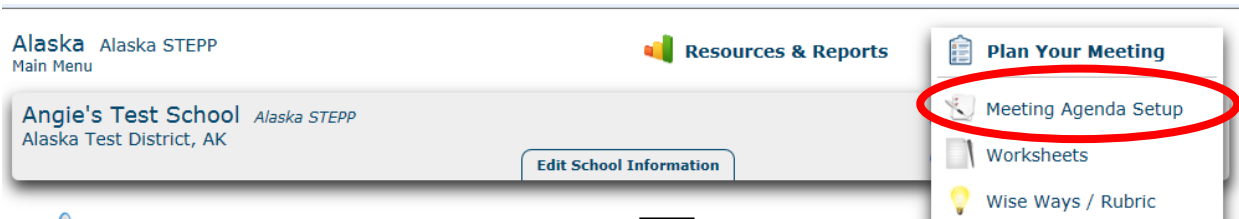
Meeting Agenda Setup

This link shows all previous meetings and also allows users to create new meeting agendas.

Click the title under Location to access the set up page for the meeting agenda, documents, and minutes. With this link you can edit or print these documents.

Click the Agenda or Meeting Minutes to open previously created documents.

Set up a New Meeting Agenda

To create an agenda for your Alaska STEPP meeting click the Set up a new Meeting Agenda button.

Enter the date, time, title, location and other business to be covered in the meeting.

Click Save for each section when information is complete.

Set up a New Meeting Agenda

| 1. Enter or Edit Meeting Agenda | 2. Print Documents for Meeting | 3. Enter Meeting Minutes |

VIDEO

Meeting Date: MM/DD/YYYY **Time:** _____
Meeting Title: _____
Location: _____

1. Save / Update Meeting Date, Time, and Location

2. Add Indicators to Assess or Plan to your Meeting

Assess Indicators (Step 4)

Create Improvement Plan (Step 5)

Click Add Indicators to Assess or Plan to import indicators to agenda.

Select a Section to display Indicators from that group.
Filter(s) *Choose 1 or more filters below to narrow your search.*
☐ Key Indicators only

[apply Indicator filter ▾] [remove filter]

Category	Select Section	Subsection I	Subsection II	Total
	Curriculum			3
	Assessment			4
	Instruction			5
	Supportive Learning Environment			9
	Professional Development			4
	Leadership			6
	Data Analysis			10
	Title I Schoolwide Plan			10
	SIG Transformation			7

Click the domain of the indicators to be included in the meeting agenda.

*Checkboxes highlighted in **Green** for Indicators that have already been assessed or planned.*

| | Close Indicators | | Display Indicator Categories | |

Code	Key	Indi...	Assess	Plan	Implementation
3.01	Key	There is a system in place to ensure that... aligned with Alaska's Grade Level Expecta... (http://www.eed.state.ak.us/tls/assessm...	☐	☐	Not Assessed
3.02	Key	A coherent, written, school-wide plan to help low performing students become proficient has been implemented.	☐	☐	In Plan
3.03	Key	SMART-The use of research-based instructional practices guides planning and teaching.	☐	☐	Not Assessed
3.04	Key	SMART-Teachers regularly measure the effectiveness of instruction using formative assessment.	☐	☐	In Plan
3.05		High academic expectations for student learning are communicated to students.	☐	☐	Not Assessed

| 2a. Add Selected Indicators to this meeting |

Click the Assess or Plan box to include in agenda.

Click Add Selected Indicators to this meeting to save your work.

Print Documents for Meeting & Enter Meeting Minutes

The Print documents for Meeting tab has links to print populated agenda, blank mintues forms, and reports.

The Enter Meeting Minutes tab provides a record of attendance, actions, adjournment time, next meeting date, time and location.

Edit School Information

Edit School Information allows users to add or change contact information for the school, principal, and process manager.

School Process Main Page
Where Are We Now?

The Where are We Now link opens the visual summary report of progress to date.
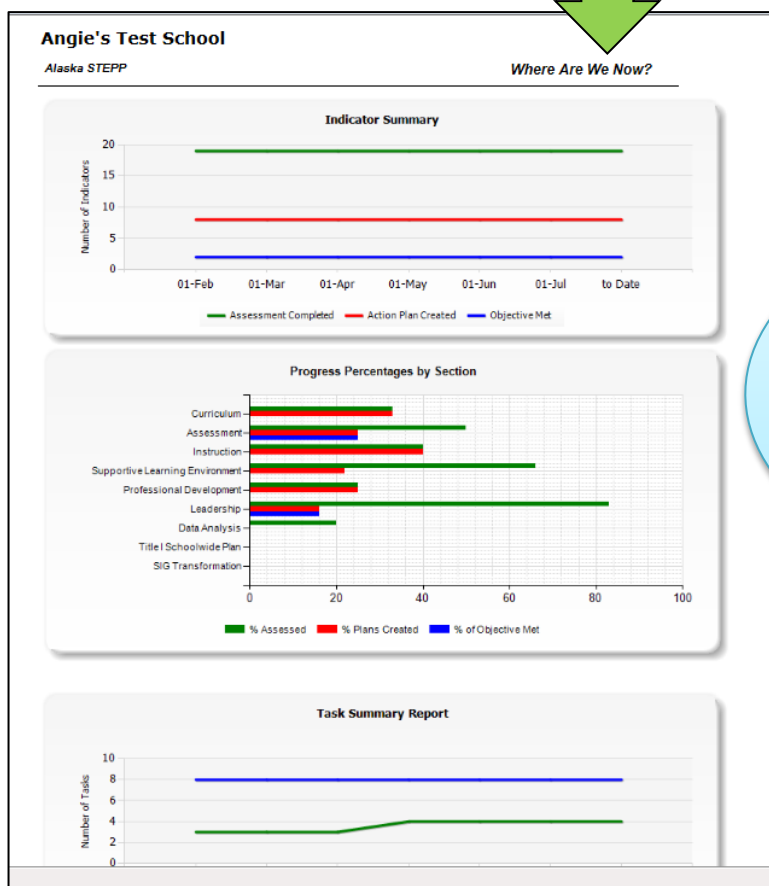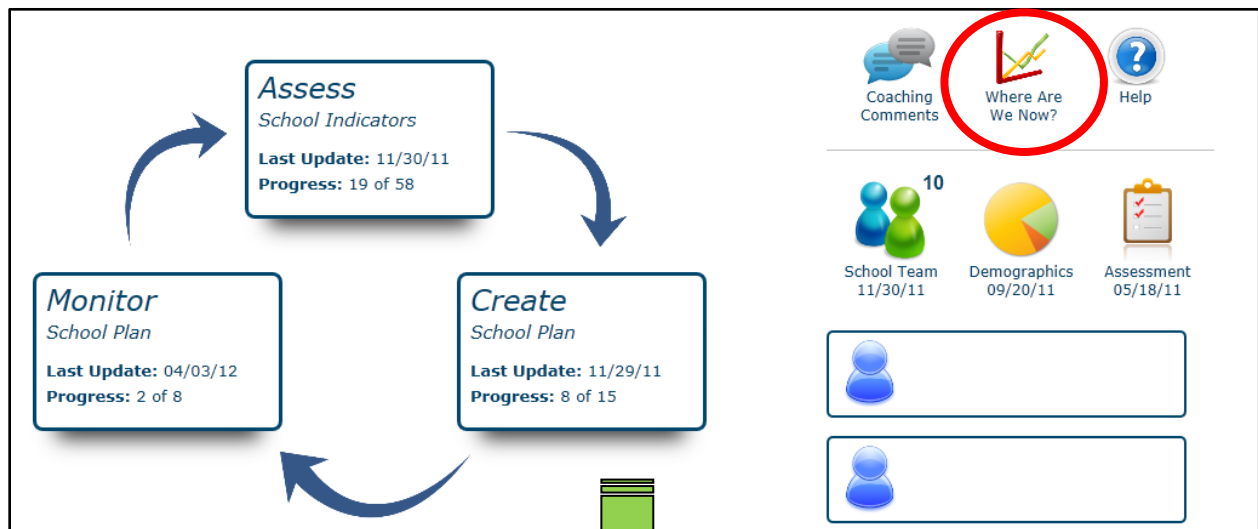
Many schools and districts find that the Where Are We Now report is useful for reporting up to boards and other groups interested in the big picture of improvement efforts.

School Process Main Page
School Team

The School Team link opens the list of team members. To edit or revise the list, click on the name of the team member. To add a new team member click the Add a Team Member button.

Adding a Team Member

Angie Love	Principal	888-8888	alove@stepp.com
Heidi Scott	Teacher	333-3333	hscott@stepp.com
Dana Stahl	ASD		
Pauline Waters	Parent	777-7777	pwaters@stepp.com
Colleen Webb	Parent	444-4444	cwebb@stepp.com

Add a Team Member

Add a new Member to your Team or choose a Team Member from the list to Update. You can also delete a Team Member that was selected from the list.

First Name:

Last Name:

Association: Other, please list - - >

Phone:

Email:

Add or Update this Team Member   **Cancel**

Enter the name, contact information and association (role) of each team member.

Click Add or Update this team Member to save.

Other, please list - - >
Other, please list - - >
Board Member
Superintendent
District Staff
Paraprofessional
Principal
Principal-Teacher
Teacher
Parent
Community Leader

Choose the role of the team member from the Association drop-down menu, or write in a role that is not included on the list. The team should include the principal, teachers, school staff, parents and community members.

All fields in the Add a Team Member window must be completed. If a team member does not wish their contact information to be included, please enter a single digit or letter into the field.

School Process Main Page
Demographics

The Demographics link opens the page that records the profile of a school.
This page is required for Title I Schoolwide plans.
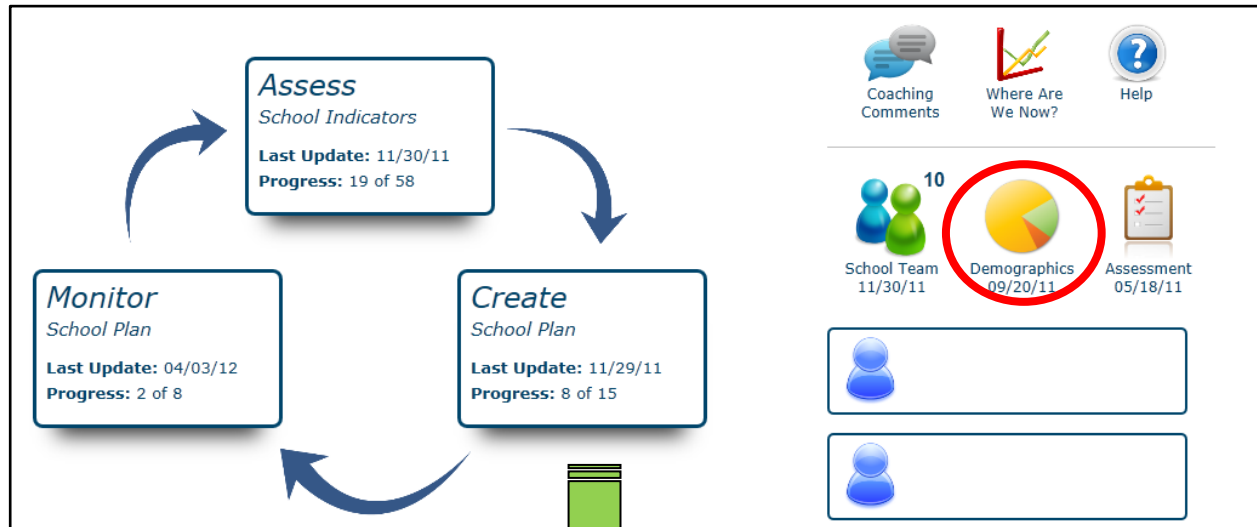
Percentage of Students by Ethnicity

Please make sure the percentages equal 100%. Round each percent to the nearest percentile, i.e. 26.8 = 27. (numbers only)

0	% Hispanic/ Latino of any race	0	% Native Hawaiian or Other Pacific Islander
0	% American Indian or Alaskan Native	0	% White
0	% Asian	0	% Two or more races
0	% Black or African American		

Other Student Demographics *(numbers only)*

0   % Percent of Students Qualifying for Free or Reduced Lunch

0   % Percent of Students Receiving Special Education (IEP students)

0   % School Attendance Percentage

0   % School Mobility Percentage

0   % Percent of Students that are Limited English Proficient (LEP)

School Personnel *(numbers only)*

Indicate the number of staff at your school in each of the following categories:
  -Include only personnel who are at least half-time in building
  -Include each person only once

0	Classroom Teachers	0	Family / Parent Liaison
0	Special Education Teachers	0	Reading Specialists
0	Specials (Art, Music, PE, etc.)	0	Teacher Aides
0	Assistant Principal	0	Counselor
0	Social Worker	0	Support Staff
0	Technology Specialists	0	(If Other, add name here)
0	Dean		

School Grade Levels and Enrollment

_____   What grade levels are in your school (e.g. K-8)?   0   What is your total enrollment?

School Process Main Page
Assessment

The Assessment link provides a location to record assessment information. This is optional for all users.

Entering a Test

Alaska
School Assessment Scores

School Process Main

Angie's Test School

Help

There are 3 steps to this process.
Step 1: Enter the name of the test and school year.
Step 2: Enter the subjects included in the test.
Step 3: Select the test for the appropriate school year and enter results.
        Note: To enter test results for subsequent school years return to Step 1.

Required – State Standards Assessment Scores
 Please enter the percent of all students (in each grade level that was tested) who scored proficient or better on the most recently available state assessment for each subject area that applies in your state. Round each percent to the nearest percentile, i.e. 26.8 = 27.
Optional – You may enter other tests; if so describe the meaning of the numbers entered.

Step 1. Enter a Test

Select a test below to enter or view results.	School Year		Date Added	Delete
Alaska SBA	2010-2011		05/18/2011	Delete
MAP screener fall	2011-2012	no results have been entered for this test	07/27/2012	Delete

Step 1. Enter the name of the test, the school year, and describe the meaning of the score values entered.

1. a Choose a test or enter a test name: | select an existing test name ▾ | or enter a new test name here
1. b Select the school year of test: - select - ▾
1. c Check if this is a State Standards Assessment Test ☐
1. d Describe the meaning of the score values entered.

1. e [Save this Test] [Cancel]

1. Click **Enter a Test.** The Step 1 text box will automatically appear.
2. Choose **Alaska Standards Based Assessments** from the drop down menu of 1a OR type the name of the test you are entering.
3. Select the year from the drop down menu 1b.
4. If applicable, check the box **State Standards Assessment Test** in 1c.
    a. If you check this box, 1d populates with the definition of SBA scores
5. Click **Save this Test** in 1e   1. e [Save this Test] [Cancel]

Entering a Test, cont.

This screen will appear after Save this Test in 1e is selected.

1. Select the subject from the drop down menu in 2a.
2. Click **Add Subject to Test** (item 2b)
3. Return to item 2a and choose an additional subject.
4. Again, click **Add Subject to Test** (item 2b)
5. Repeat as needed. (*Note: Reading, Writing, Math and Science (as applicable) are required for the SBA)
6. After all subjects have been added, click **Test is Complete** (item 2c)
7. A reminder box will appear asking if all subjects have entered. Click OK to save.

Entering Scores

1. Click on the name of the test to enter scores.
2. Click on **Add Results** (item 3a).
3. The second text box will automatically appear with boxes in which to enter scores.
4. Type in, per grade level, the percent of students who are proficient. This data can be obtained from the DIASA Standards Based Assessment Summary Report. **To obtain this report go to the Alaska STEPP dashboard; Other Document/Web Pages; DIASA link.**
5. When all scores are entered, click the green **Save** button to the left of the subject line.
6. Repeat steps 3, 4, and 5 for each subject area.

School Process Main Page
Three Components of the STEPP Continuous Improvement Cycle

The buttons for Assess, Create, and Monitor link to the continuous improvement components of Alaska STEPP.

- Assess School Indictors: users measure their current implementation of school effectiveness indicators using the Alaska STEPP rubrics. Evidence of implementation is entered in this section.
- Create School Plan: users write a goal for each indicator that is not fully implemented and tasks that will lead to improvements in this area.
- Monitor School Plan: users track progress and record improvements.

Each button shows at a glance the last date work was entered into the tool and the progress of the team.
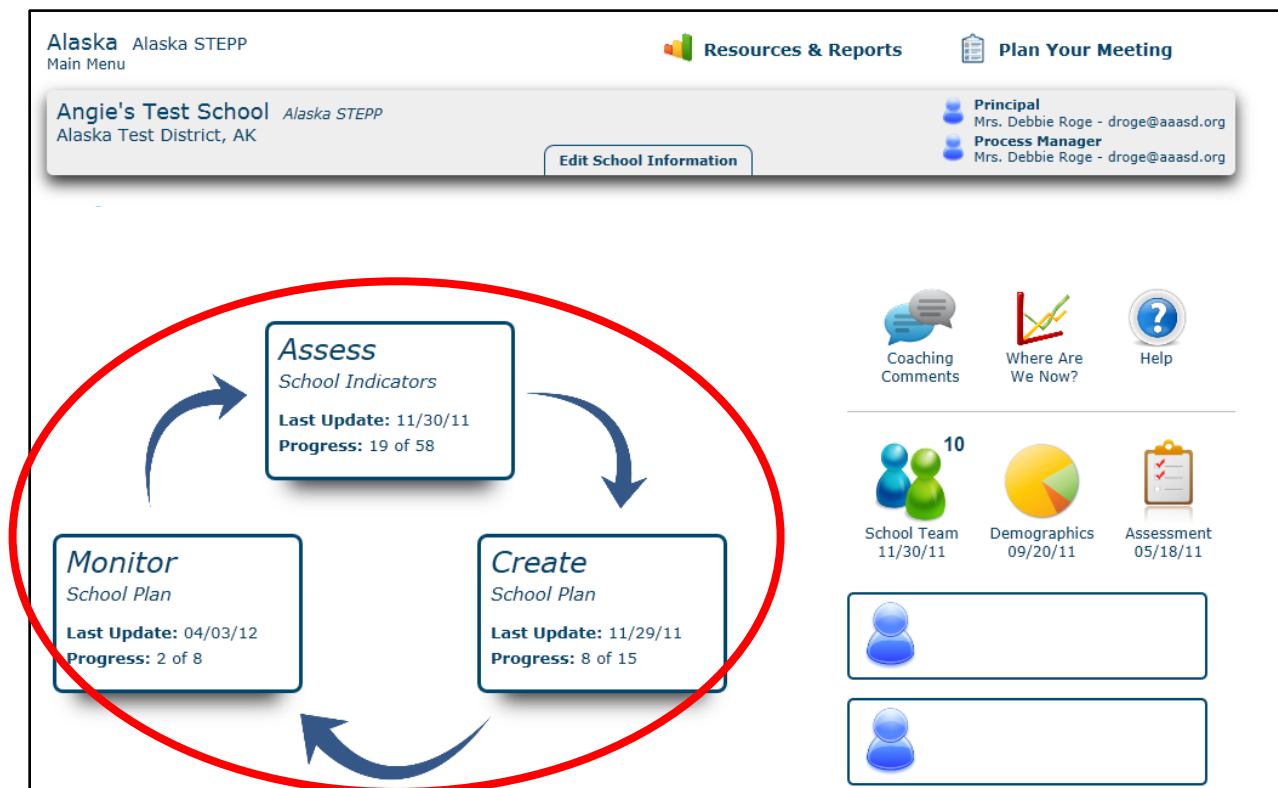
Three Components of the STEPP Continuous Improvement Cycle
Assess Indicators

Schools assess their implementation of indicators in the six domains: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership. **Schools begin each year with the Needs Assessment.**

Indicator Filters and Viewing Options

The main page for Assessing School Indicators allows users to sort by Key indicators by checking the **Key Indicators Only Box** and/or selecting from the drop-down menu. Other filter options include **School Improvement Plan**, **Schoolwide Plan**, and **Parent Involvement Policy**.
To remove a filter, first select the filter and then click the **Remove Filter** button.
It is also possible to view all indicators in a list by clicking the **Display all Indicators as List** button.

Assess School Indicators
Selecting an Indicator to Assess

Teams assess their level of implementation of the indicators of effective schools. An honest assessment of what systems are in place, as defined by the Alaska STEPP Rubric, will aide a team in making meaningful and effective plans of improvement. Alaska STEPP leads teams through assessing, determining opportunity and priority, and describing evidence for the selected level of implementation.

Assess
School Indicators

Last Update: 11/30/11
Progress: 19 of 58

Click on the Assess icon.

This column shows how many indicators have been assessed to date in each domain.

Category	Section	Subsection I	Subsection II	Assessed
	Curriculum			1 of 3
	Assessment			2 of 4
	Instruction			2 of 5
	Supportive Learning Environment			6 of 9
	Professional Development			1 of 4
	Leadership			5 of 6
	Data Analysis			2 of 10
	Title I Schoolwide Plan			0 of 10
	SIG Transformation			0 of 7

Click on the domain name to view indicators in that domain.

Tabs provide quick access to different viewing options.

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Select Indicator to assess (3)

Code	Key	Indicator
3.01	Key	There is a system in place to ensure that classroom instructional activities are aligned with Alaska's Grade Level Expectations (GLEs). (http://www.eed.state.ak.us/tls/assessment/GLEHome.html) (334)
3.03	Key	SMART-The use of research-based instructional practices guides planning and
3.05		High academic expectations for student learning are communicated to student

Click on the indicator to view the assess page.

Assess School Indicators

Click on the indicator to assess.

| 4.6 | Key | School and classroom environments reflect cultural awa |
| 4.7 | Key | SMART-School staff members communicate with parent reinforce learning at home. (348) |
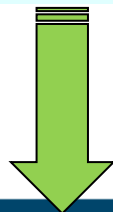
Alaska
Assess School Indicators

School Process Main

Angie's Test School

Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Hints Help

Category:
Section: *Curriculum*

Wise Ways link to research and strategies for this indicator.

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Wise Ways ® [Rubric] *Key Indicator*

1.1 *The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)*

☐ - Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation * required field

* Please complete required fields

[Save this Indicator]

Assess School Indicators
Inserting Rubric Score

The team discusses the current level of implementation of the indicator using the rubric as a guide. The Rubric button provides descriptions for each level of implementation, 1 – 3+. Please note, to enter a score of 3+, enter a 3 in the box and type "exemplary" in the text box.

Assess School Indicators

Current Level of Implementation, Priority, Opportunity

After the team chooses the rubric score that best reflects the level of implementation at the school or district, Alaska STEPP will guide the team in further refining the assessment of the indicator.

Priority scores are rated with a scale of 1-3, with 3 being the highest priority and 1 being the lowest priority. By assigning a priority score a team is able to focus on the urgent or timely goals while keeping the other goals for future work. If a team is unsure, a score of 2 is recommended as a place holder. It can be changed at any time.

Opportunity scores are also rated on a 1-3 scale.

- 3: relatively easy to address
- 2: accomplished within current policy and budget conditions
- 1: requires changes in current policy and budget conditions

The priority and opportunity scores are multiplied together to assign an index score to each indicator. This information will be useful to a team in the "create a plan" stage (Step 5). Higher scores are possibly "quick wins" as they are both a high priority and relatively easy to address within current structures. Lower scores may indicate that plans and tasks will take longer to accomplish.

After assigning opportunity and priority scores, teams write a description of the current level of development or implementation. It is important to be clear, thorough, and succinct so that when a team returns to this indicator the factors leading to the decision are apparent. It is appropriate to list examples, guided by the list of possible evidence, of both strengths and challenges. The purpose of the honest reflection and documentation of current implementation is so that the team can effectively address the specific needs of the site and benefit the students. One guide that may be helpful is to write the description as if it is being written for a new staff member without any prior knowledge of the site.

NOTE: Once a plan and tasks have been created for an indicator, it is <u>NOT</u> possible to change the rubric score without contacting EED. It <u>IS</u> still possible to change the priority and/or opportunity score.

Rubric Score of 1: No Development or Implementation

Users are prompted to choose between two options:
- the indicator is not a priority
- it will be included in the plan

Wise Ways ® [Rubric] *Key Indicator*

1. **The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)**

[1] Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☑ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation *required field*

☐ Not a Priority or Interest ☐ Will include in plan *required field*

Please complete required fields

[Save this Indicator]

If "**not a priority or interest**" is chosen the team explains why. Note: this option is NOT available for Priority schools working with Key indicators.

1.1 The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)

[1] - Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☑ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation *required field*

☑ Not a Priority or Interest ☐ Will include in plan *required field*

2. Please explain why this Indicator is not a Priority or Interest. *required field*

[   ]

[Save this Indicator]

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Wise Ways ® [Rubric] *Key Indicator*

1.1 The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)

[1] - Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☑ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation *required field*

☐ Not a Priority or Interest ☑ Will include in plan *required field*

2. Priority Score: *required field*
- ○ 3 - highest priority
- ○ 2 - medium priority
- ○ 1 - lowest priority

3. Opportunity Score: *required field*
- ○ 3 - relatively easy to address
- ○ 2 - accomplished within current policy and budget conditions
- ○ 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. *required field*

If "**will include in plan**" is chosen, the team assigns a priority and opportunity score and describes the current level of development, citing evidence and examples.

Describe the current level of implementation at the site.

Please complete required fields

[Save this Indicator]

Click save when completed.

Rubric Score of 2: Limited Implementation

The team assigns a priority and opportunity score and describes the current level of development, citing evidence and examples.

1. Select Indicators	2. List of Indicators to Assess	3. List of Indicators Assessed	4. Assess Indicator

Wise Ways ® [Rubric] _Key Indicator_

1.1 The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)

2 - Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☑ Limited Development or Implementation ☐ Full Implementation *required field*

2. Priority Score: *required field*
○ 3 - highest priority
○ 2 - medium priority
○ 1 - lowest priority

3. Opportunity Score: *required field*
○ 3 - relatively easy to address
○ 2 - accomplished within current policy and budget conditions
○ 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. *required field*

> **Describe the current level of implementation at the site.**

Determine priority and opportunity for implementation of this indicator.

Please complete required fields
Save this Indicator

Click save when completed.

Some teams find it helpful to give indicators a priority score and opportunity score of 2 until they have assessed all indicators. This way they don't get stuck on this step or find that they have given everything a top priority. A team can go back and change these scores at any time.

Rubric Score of 3: Full Implementation

The team writes a thorough description and provides evidence that the indicator has been fully and effectively implemented. The team is also required to describe the continued work that will be necessary to sustain the efforts.

Alaska
Assess School Indicators

School Process Main

Angie's Test School
Tab 1 – Select Indicators by Section – select your indicator to assess by section or choose to display all Indicators
Tab 2 – List of Indicators to Assess – choose indicator to assess
Tab 3 – List of Indicators Assessed – choose indicator to edit assessment information
Tab 4 – Assess Indicator – enter this tab only by selecting an indicator in tab 2 or 3

Hints Help

Category:
Section: *Curriculum*

| 1. Select Indicators | 2. List of Indicators to Assess | 3. List of Indicators Assessed | 4. Assess Indicator |

Wise Ways ® Rubric *Key Indicator*

1.1 *The district approved curricula, which are aligned with Alaska standards and GLEs, are being implemented. (323)*

3 - Insert your rubric score for this Indicator (1 - 3).

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☐ Limited Development or Implementation ☑ Full Implementation * *required field*

2. Please provide evidence that this indicator has been fully and effectively implemented.
Also, describe the continued work that will be necessary to sustain your efforts. * *required field*

Provide evidence regarding the fully and effective implementation of this effective practice. Also include information regarding the efforts necessary to sustain the practice.

Please complete required fields
Save this Indicator

Click save when completed.

Rubric Score of 3+: Exemplary Implementation

The team writes a thorough description and provides evidence that the indicator has been fully and effectively implemented. The team is also required to describe the continued work that will be necessary to sustain the efforts.

Place a 3 in the rubric score box and write "exemplary" in the text box prior to your evidence.

Create School Plan

Teams create plans for indicators after they have been assessed with a score of a 1 or 2.
From the Main page click **Create School Plan.** Only those indicators that have been assessed will appear.

Create School Plan
Page Organization

Indicators that have been assessed are listed in Step 5 as **Objectives.** For each objective the following information is listed on the Create School Plan page.

- ID: the number of the indicator
- Added date: the date the indicator was assessed
- Index score: the opportunity score x priority score; higher numbers may be "quick wins"
- The rubric score (1-3)

When you have planned for this objective, the last three columns will be populated.

- Assigned to: the team member who will monitor work towards this objective
- Target Date: the date on which the objective will be achieved
- Tasks: the number of tasks written for objective

Note: To sort the list of objectives, click on any one of the column headings to sort by that category. For example, if you want to check to see what target dates are coming due, click on **Target Date** and the items will arrange chronologically by target date.

Alaska
Create School Plan
Angie's Test School

School Process Main

Hints   Help

The indicators that you have chosen to include in your plan are stated below as objectives.
They will be referred to as "objectives" through the remainder of the process.
Select objective to create and assign tasks for the School Plan.

Objectives shown in Blue are included in the plan and have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red need a task added or you were undecided if the Objective has been met.

You can reorder the objectives by clicking on any of the underlined categories.

Display All Objectives   Select Group of Objectives to Display

All Objectives

School Plan (5 objectives) *Note: Index = Priority Score x Opportunity Score*

ID	Objectives	Added Date	*Index	Rubric	Assigned to	Target Date	Tasks
7.4	All subgroups will make AYP in language arts. (1725)	6/16/2011	9	2			0
6.6	SMART-Instructional leader will have a productive, respectful relationship with parents and community members regarding school improvement efforts. (364)	6/22/2011	6	2	Jack Jones	5/15/2012	1
6.5 add task	SMART-Instructional leader will conduct formal and informal observation and provide timely feedback to teachers on their instructional practice. (363)	5/31/2011	6	2	Heidi Scott	5/31/2012	1
3.4	SMART-Teachers will regularly measure the effectiveness of instruction using formative assessment. (340)	6/22/2011	9	2	Angie Love	5/15/2012	2
2.3	Universal screening assessments will be administered multiple times a year, in all SBA tested content areas. (331)	6/22/2011	3	1	Angie Love	6/14/2022	1

Create School Plan
Assign Team Member and Write Goal

Select an assessed indicator to plan for by clicking on the objective on the Create School Plan page.

ID	Objectives	Added Date	*In
1.4	**SMART**-Statewide assessment data will be used each year to identify gaps of curriculum. (326)	7/09/2010	

1. The team chooses from a drop down menu a team member to manage and monitor the work toward this objective. This drop down list of people is populated by Step 3, Create a Team.

2. The team writes a brief description of how the objective will look once it is completed. This gives guidance to team members as they, and others, work toward meeting the objective. Teams may use wording from level 3 or 3+ of the rubric, or from *WiseWays,* to complete this text box.

3. The team chooses a date by which the objective will be fully implemented (there is no limit to date choice).

Click **Save** when finished

Alaska
Create School Plan

School Process Main
Objective List

Alaska's Practice School
Define Objective and Assign Tasks

Objective: **3.7** *Wise Ways* ® Rubric

<B>SMART</B>-Teachers will use formative assessments, on a regular basis, to measure the effectiveness of instruction and to monitor student progress. (340)

1. Assign a team member to manage and monitor your work toward this objective. - select -

Choose a team member.

- select -
Michelle Burns
Jon Nedap
Mary North
John Sarden
Alice Walker

2. Describe how it will look when this objective is being fully met in your School.

Describe full implementation; use language from the rubric score of 3 or from *WiseWays* and add information unique to your site.

3. Establish a date by which your description above will be a reality. mm/dd/yyyy

Enter a date.

4. Save
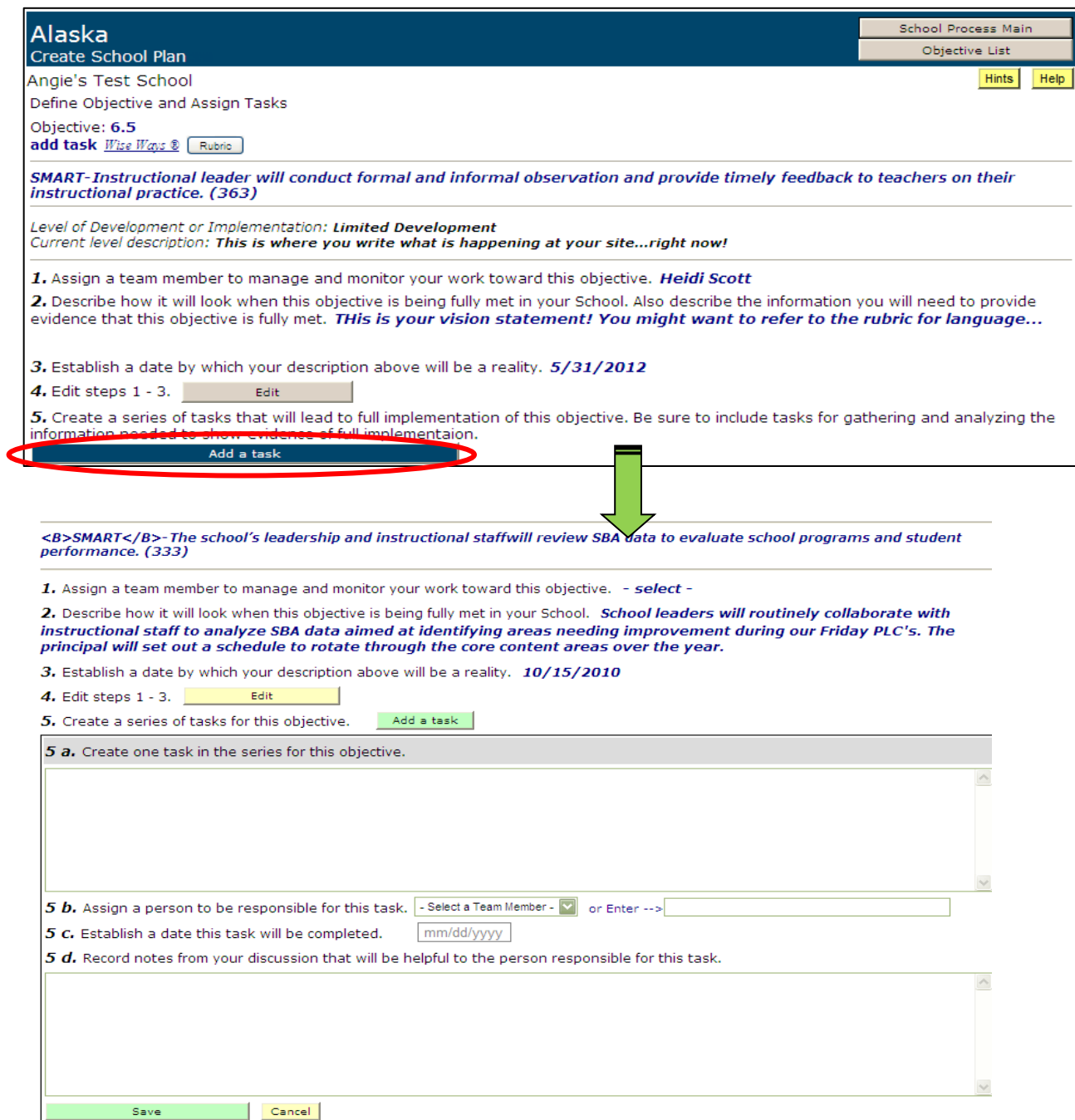
Click save when completed.

Create School Plan
Add Tasks

After choosing a team member, describing full implementation, establishing a date and clicking **SAVE,** the screen with a button to **Add a task** will automatically appear.

Note: Teams also can add additional tasks to objectives that have already been planned for. Select any objective from the Create School Plan page to add tasks.

Create School Plan: Add Tasks, Continued

Objective: **2.6** *Wise Ways* ® [Rubric]

<B>SMART</B> - *The school's leadership and instructional staff will review SBA data to evaluate school programs and student performance. (333)*

1. Assign a team member to manage and monitor your work toward this objective. *- select -*

2. Describe how it will look when this objective is being fully met in your School. *School leaders will routinely collaborate with instructional staff to analyze SBA data aimed at identifying areas needing improvement during our Friday PLC's. The principal will set out a schedule to rotate through the core content areas over the year.*

3. Establish a date by which your description above will be a reality. *10/15/2010*

4. Edit steps 1 - 3. [Edit]

5. Create a series of tasks for this objective. [Add a task]

5 a. Create one task in the series for this objective.

> Enter one task that leads towards the goal.

Select a team member responsible for completing the task.

5 b. Assign a person to be responsible for this task. [- Select a Team Member - ▼] or Enter -->[   ]

5 c. Establish a date this task will be completed. [mm/dd/yyyy]

5 d. Record notes from your discussion that will be helpful to the person responsible for this task.

This date should be sooner than the completion date for the indicator as a whole.

> Notes that will help the person responsible for completing the task are entered here.

> Click save when completed.

[Save] [Cancel]

Task assigned to this objective (click to edit task)	Assigned to	Target Date	Completed
Angie will meet with Principal to set up a schedule. The schedule will include one Friday/month and all core content areas will be covered by the end of the year. The principal will rotate between PLC teams each month.	Angie Love	09/07/2010	

- Teams create a task, assign a person responsible, establish a due date, and record notes from the discussion that will be helpful to the person assigned the task and to others.
- Click **Save** when all 4 parts are complete.
- **Teams may create as many tasks as necessary.**
- All tasks are listed at the bottom of the page, and when clicked on, the details will appear.

Monitor School Plan

Once the plan is created, the team members and stake holders work to complete the tasks. **Monitor School Plan** is the step where teams record work completed to date on each objective.

It is recommended that teams start each meeting by updating information in Step 6.

On the School Process Main Page choose **Monitor School Plan**.

Monitor School Plan
Entering Task Completion Information

Monitor School Plan
Entering and Monitoring Information

Once all tasks have been completed for an objective, the team will be prompted to decide whether they are satisfied that the objective has in fact been met, or if the objective has not yet been met.

Alaska's Practice School   ?

Indicator: **3.4**   *Wise Ways* ® [Rubric]

Objective: \<B\>SMART\</B\>-The use of research-based instructional practices will guide instructional planning and teaching. (337)

Describe how it will look when this objective is being fully met in your School:

All teachers throughout the school use scientifically based instructional practices to teach at appropriate levels of student readiness, interest and learning needs. To make this objective part of our school culture we will have a shared expectation to share out research based strategies (modeling, articles) at staff meetings. In addition, second year + teachers will attend trainings or conferences and share out.

Assigned to: **John Sarden**   *Objective Target Date:*   **10/10/2011**

Select Task				gned to	Target Date	Completed
contact som	You have completed all of the Tasks for this Objective. Select your level of development below and Submit. If using a rubric, does the present work align to the highest rubric score?			elle Burns	09/20/2020	09/20/2010
ask librarian strategies f	○ *The Objective has not been met. We need to add Tasks to fully meet this Objective.*			Nedap	10/01/2010	09/30/2010
look for a so be paid for	○ *The Objective has been fully met.*			Nedap	12/05/2010	01/15/2011
	○ *We are not ready to make a decision at this time.*					
	Submit Cancel					
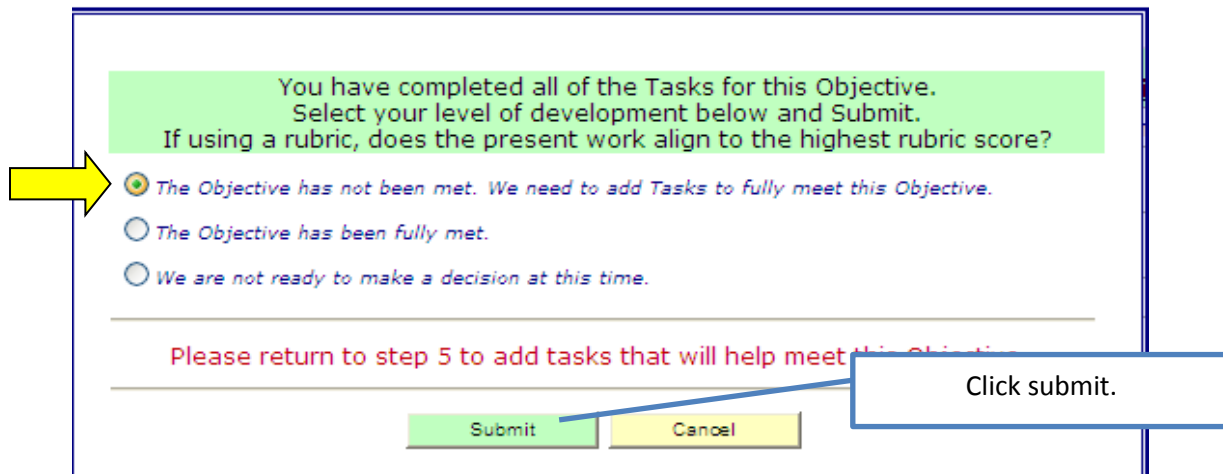
Once all tasks are complete, this box automatically pops up.

Monitor School Plan
Determining if Objectives Have Been Met

If an objective has not been met, the tool will prompt you to add more tasks.
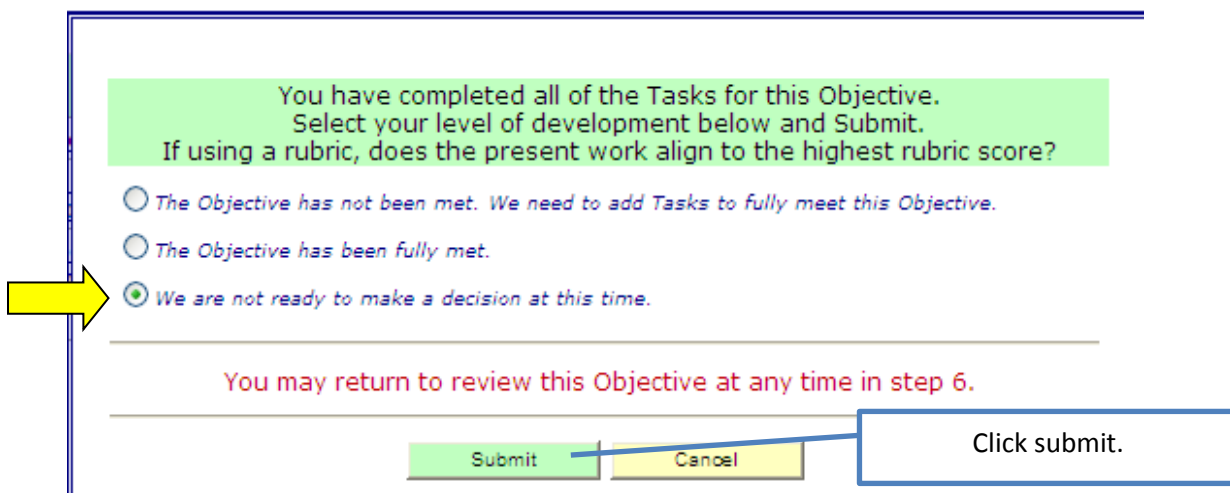
> You have completed all of the Tasks for this Objective.
> Select your level of development below and Submit.
> If using a rubric, does the present work align to the highest rubric score?
>
> ⦿ The Objective has not been met. We need to add Tasks to fully meet this Objective.
>
> ○ The Objective has been fully met.
>
> ○ We are not ready to make a decision at this time.
>
> Please return to step 5 to add tasks that will help meet this Objective
>
> [Submit]   [Cancel]

Click submit.

If the team is undecided about the completion of the objective, choose **"We are not ready to make a decision"** and click **Submit**. The tool will prompt users to return later.

> You have completed all of the Tasks for this Objective.
> Select your level of development below and Submit.
> If using a rubric, does the present work align to the highest rubric score?
>
> ○ The Objective has not been met. We need to add Tasks to fully meet this Objective.
>
> ○ The Objective has been fully met.
>
> ⦿ We are not ready to make a decision at this time.
>
> You may return to review this Objective at any time in step 6.
>
> [Submit]   [Cancel]

Click submit.

Monitor School Plan: Determining if Objectives Have Been Met, continued

You have completed all of the Tasks for this Objective.
Select your level of development below and Submit.
If using a rubric, does the present work align to the highest rubric score?

○ The Objective has not been met. We need to add Tasks to fully meet this Objective.

◉ The Objective has been fully met.

○ We are not ready to make a decision at this time.

This Objective will be marked as fully met. Please describe your experience and work that will be needed to sustain this objective.

Submit   Cancel

> If the team has decided that the objective is complete, they will then be asked to describe their experience, what continued work will be necessary to sustain the improvement efforts, and evidence that the objective has been fully and effectively implemented
> This narrative provides a historical record for the site/district as to what work has been done and what has been successful.

Click submit.

Alaska   School Process Main
Monitor School Plan   Plan List
Alaska's Practice School   [?]

Indicator: 3.4 *Wise Ways* ✪ [Rubric]
Objective: <B>SMART</B>-The use of research-based instructional practices will guide instructional planning and teaching. (337)

Describe how it will look when this objective is being fully met in your School:
All teachers throughout the school use scientifically based instructional practices to teach at appropriate levels of student readiness, interest and learning needs. To make this objective part of our school culture we will have a shared expectation to share out research based strategies (modeling, articles) at staff meetings. In addition, second year + teachers will attend trainings or conferences and share out.

Assigned to: **John Sarden**   *Objective Target Date:* **10/10/2011**

Display Objective Status

Status of Objective
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 5 as needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.
Add your Experience here.

  Describe experience

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.
Add your Sustain information here.

  Describe efforts to sustain improvements

3. Please provide evidence that this Objective has been fully and effectively implemented.
Add your Evidence information here.

  Describe evidence of full implementation

Save

Click save when completed.

Resources and Reports

Resources

The resources in Alaska STEPP include system instructions, *WiseWays*, and links to organizations who provide information and research in school improvement. In addition, teams are provided with four resources that stand beside the Alaska STEPP tool: the User's Manual, The eLearning Course, the Alaska STEPP CD, the Indicators in Action DVD, and the survey on the indicators.

User's Manual
The User's Manual contains narrative description of the process and purpose of Alaska STEPP and the continuous school improvement planning model.

The eLearning Course

This course is available free to all schools and districts participating in Alaska STEPP. It provides comprehensive instruction in the purpose and process of STEPP and navigation the tool. In addition, it provides information for leaders in how to facilitate STEPP meetings and strategies to organize their team's work. There is also a chapter written specifically for parents, school board members, and other community members.

Alaska STEPP CD
The CD contains PDF versions of all the rubrics, *WiseWays*, and worksheets saved in folders by indicator. This provides teams with a backup in case the Internet connectivity is not working on the day meetings are scheduled.

Indicators in Action DVD
The Indicators in Action DVD contains video clips of teachers using the best practices as described in the *WiseWays* documents.

Survey on the Indicators
The survey was created on the Survey Monkey website, and it is available to all sites and districts by contacting the EED STEPP team. The survey can be sent electronically to your entire staff and other stakeholders so that you can gather their input on their perception of implementation regarding the indicators in an efficient way.

Reports

A School or district improvement plan is meant to be shared with, and implemented by, a larger group of people than just those that are on the core team. School boards, advisory groups, parents, and the entire school staff are just a few of the groups with whom you may be sharing this information. In addition to the guest login and password, which allows a read-only view of the plan, Alaska STEPP produces 16 different reports that help package the information for the audience you are sharing it with in a way that makes the most sense.

Before describing the reports in detail, users should know a few important pieces of related information. First, reports can be accessed at any time—they will show all work to date that has been done in Alaska STEPP. Second, the reports can be saved in several formats, including PDF, Word, Excel and CSV. After saving the documents, users can print the reports if the team would like to work with a paper copy.

Accessing Reports

To access your reports,

- First, choose the **Alaska STEPP – School Indicators** button on the Dashboard.
- On the main page, choose **Reports** from the drop-down menu in the yellow **Resources and Reports** button in the top right corner of the screen.
- The reports are organized by steps of the process.

Step 1: Reports

School Registration - Registration data entered into the system, typically by the district

Alaska
Alaska's Practice School

|◀ ◀ 1 of 1 ▶ ▶| Select a format ▼ Export 🖨

Alaska

Alaska's Practice School

Registration

School Information

Registered: 05/21/2010

x324 target lane

anchorage, AK 99504

Phone: x9990008765

Fax: x

x

Step 2: Reports

School Information - Demographic and assessment data for the school

Alaska   School Information
Alaska's Practice School   Close

|◀ ◀ 1 of 1 ▶ ▶| Select a format ▼ Export 🖨

Alaska

Alaska's Practice School

School Information

Percentage of Students by Ethnicity

90   % American Indian/Alaskan native   0   % Hispanic

10   % Asian/Pacific Islander   0   % White, not Hispanic

0   % African-American, not Hispanic   0   % Other

Other Student Demographics

0   % Percent of Students Qualifying for Free or Reduced Lunch

0   % Percent of Students Receiving Special Education (IEP students)

0   % School Attendance Percentage

0   % School Mobility Percentage

0   % Percent of Students that are Limited English Proficient (LEP)

School Personnel

0   % Classroom Teachers   0   % Family \ Parent Liaison

Step 3: Reports

School Team Members - Lists members of the school team and their contact information

Step 4: Reports

List of Indicators Included in Plan - An abbreviated list of indicators that have been assessed and their

index score

Detailed Report of Assessed Indicators – A complete list of all indicators and their assessment data

Step 5: Reports

List of Objectives Included in the Plan - An abbreviated list of all objectives included in the plan, the description of each, when they are to be met, their index score, who the objective is assigned to and a target date.

Detailed Report of Objectives and Tasks - A complete list of the objectives included in the plan, their index score, the team member the objective is assigned to, the target data, and all the tasks created for the objective. This report can be filtered by team member or date range.

Step 6: Reports

Task Report - This report shows all tasks, the person responsible for the task, due date of completion and the objective number to which the task is assigned.

Progress Report - An abbreviated list of objectives in the plan, their description, the team member the objective is assigned to, target date, the number of tasks created for the objective, the percent of tasks completed and the status reported.

Comprehensive Plan Report – This report includes all data entered for all indicators/objectives. This report was created for the purpose of reporting the progress that a school has made using Alaska STEPP.

Coaching Comments Report -This report lists all comments exchanged between the school's coaches and the school. The comments are listed in date order, with the coach's comments in black and the school responses in green.

Where are We Now? - This is a summary report of all information compiled for the indicators. The bar graph report shows indicators in three stages of progress.
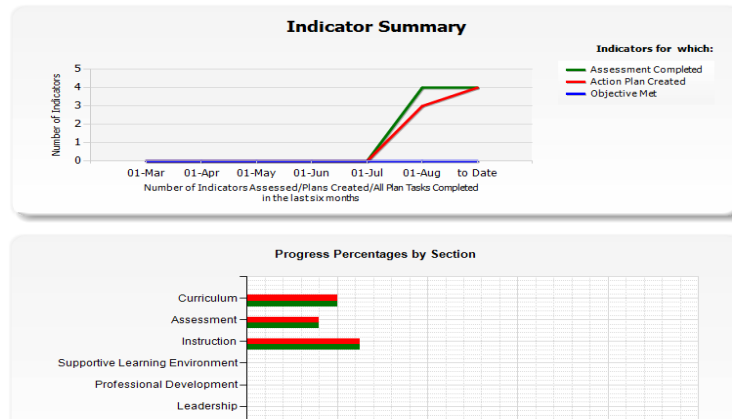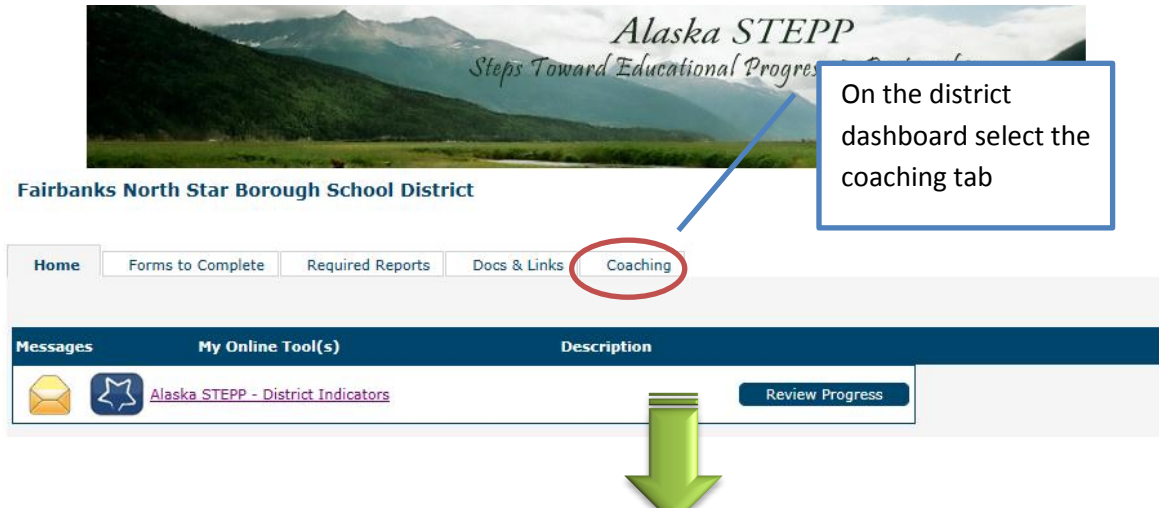
District Teams

How To View Site Plans & Reports

On the district dashboard select the coaching tab
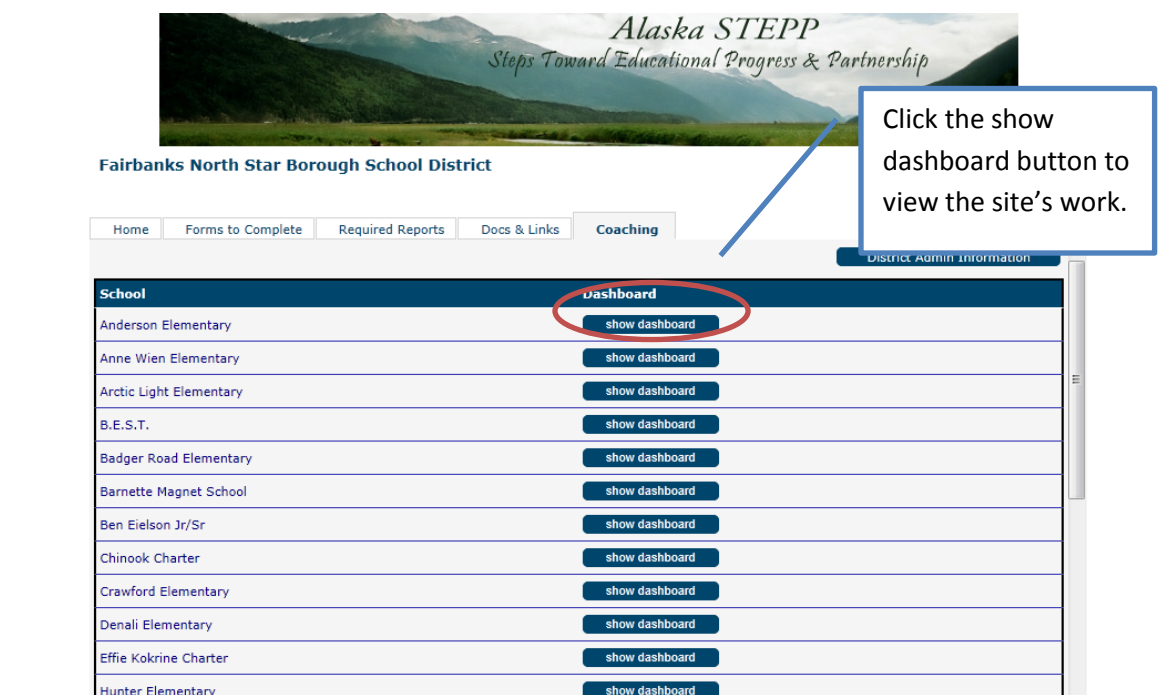
Click the show dashboard button to view the site's work.

Select the Coaching Review short cut to view reports and leave coaching comments.

Select the Alaska STEPP School Indicators tab to view the work in progress.

Tabs on the Coaching Review page allow you to view the most frequently used reports.

Creating Coaching Comments

Select the Comments and Reviews tabs to view and create coaching comments.

Anderson Elementary *Alaska STEPP*

Coaching Review (show - hide)

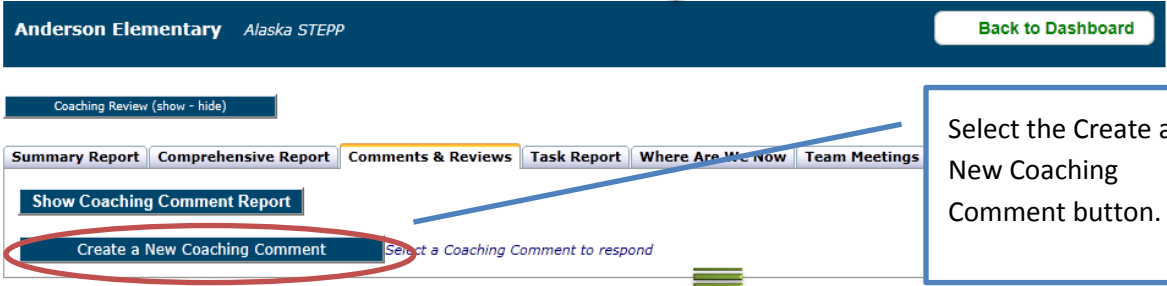| Summary Report | Comprehensive Report | Comments & Reviews | Task Report | Where Are We Now | Team Meetings | Quick Score |

Create or Respond to Coaching Comment

1 of 1

Click on the Create or Respond button.

Anderson Elementary Alaska STEPP
Coaching Comments (0)

Sender	Added	Added By	Step	Indicator	Comments & Reviews

August 07, 2012

Anderson Elementary *Alaska STEPP*   **Back to Dashboard**
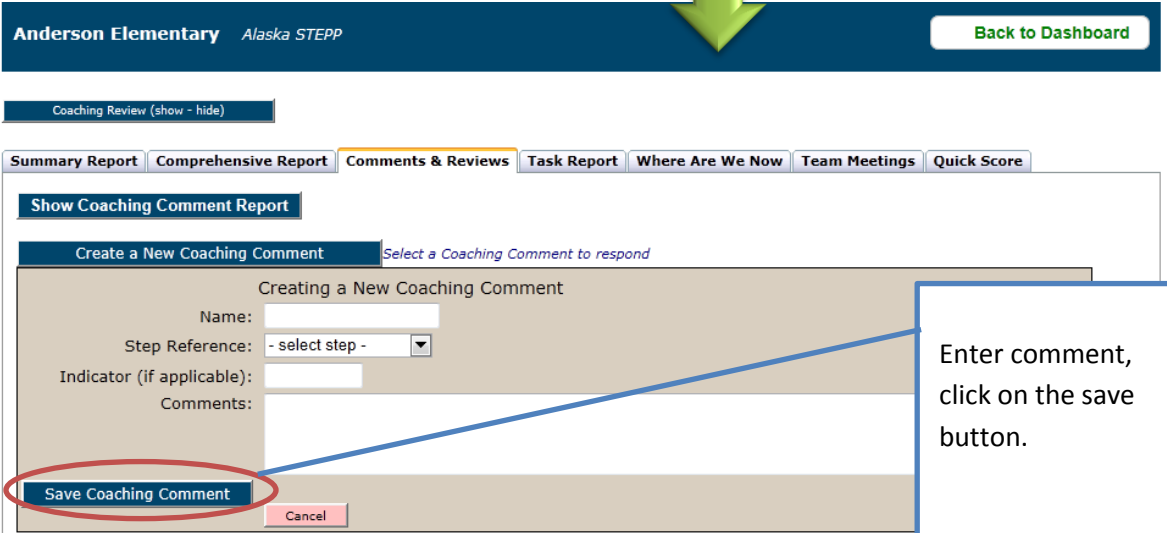
Coaching Review (show - hide)

| Summary Report | Comprehensive Report | Comments & Reviews | Task Report | Where Are We Now | Team Meetings |

Show Coaching Comment Report

Create a New Coaching Comment   Select a Coaching Comment to respond

Select the Create a New Coaching Comment button.

Anderson Elementary *Alaska STEPP*   **Back to Dashboard**

Coaching Review (show - hide)

| Summary Report | Comprehensive Report | Comments & Reviews | Task Report | Where Are We Now | Team Meetings | Quick Score |

Show Coaching Comment Report

Create a New Coaching Comment   Select a Coaching Comment to respond

Creating a New Coaching Comment

Name:
Step Reference: - select step -
Indicator (if applicable):
Comments:

Enter comment, click on the save button.

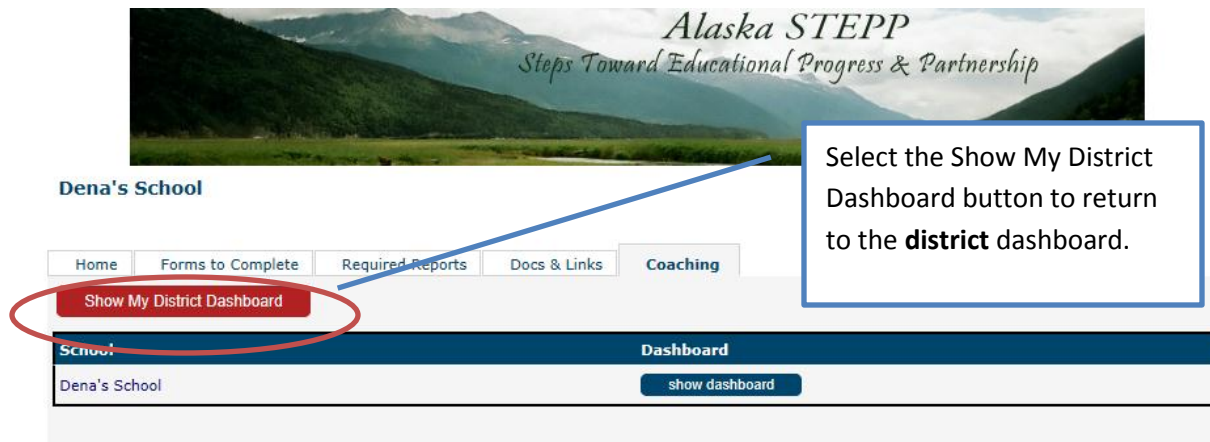**Save Coaching Comment**   Cancel

Returning to the District Dashboard

From the Coaching Review page (with the tabs) select the Back to Dashboard button to return to the **site's** dashboard.

From the **site's** dashboard select the Coaching tab.

The Dashboard has the banner of mountains with the Alaska STEPP title. The name of the site will appear here to indicate you are on the **site's** dashboard.
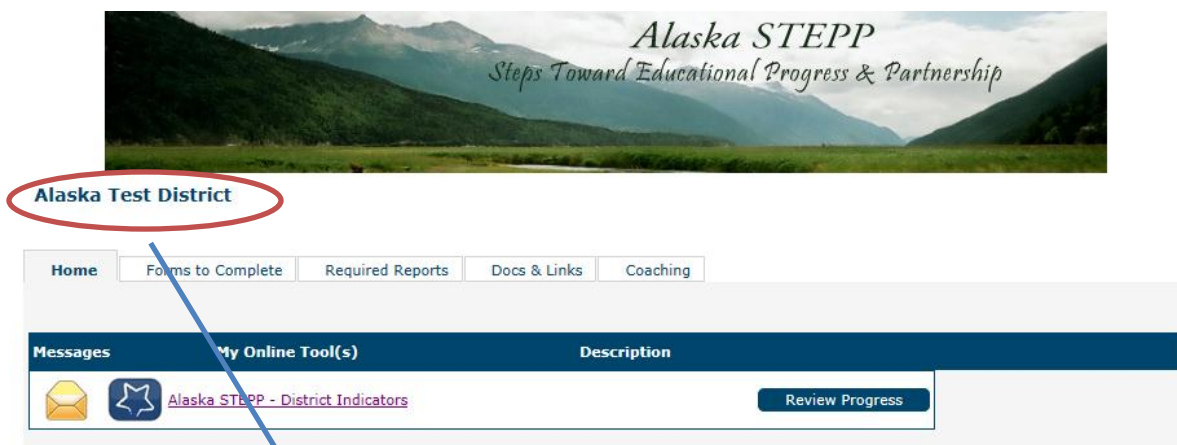
Select the Show My District Dashboard button to return to the **district** dashboard.

The title here will indicate that you have returned to the **district** dashboard.

Frequently Asked Questions

Q: How do I change a rubric score?

A: If there has not been an objective and tasks written for an assessed indicator, the score may be changed in the Assess Indicators page.

If an objective and tasks have been written, it is not possible to change the score. Call the STEPP team at EED for assistance.

Q: How many indicators do most team complete in an hour?

A: Teams report to us that once the process has become a part of their work they are able to assess and plan for 2-4 indicators in an hour.

Q: When our team completes all tasks and the indicator is fully implemented, where will we see the change in the rubric score?

The Comprehensive Plan report shows the current status of each indicator.

Assessment			
Indicator	2.01 - School-wide assessments are aligned with Alaska's Performance Standards, GLEs, and district curricula. (328)		
Status	In Plan / No Tasks Created		
Rubric Score		Initial: 1	
Assessment	Level of Development:	Initial: No development or Implementation 09/29/2011	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We feel that this is a huge priority because we don't have an assessment plan at the classroom level.	
Plan	Assigned to:	Not yet assigned	

Instruction			
Indicator	3.04 - SMART-Teachers regularly measure the effectiveness of instruction using formative assessment. (340)		
Status	Objective Met 8/7/2012		
Rubric Score	Current: 3	Initial: 2	
Assessment	Level of Development:	Initial: Limited Development 09/09/2011	
		Objective Met - 08/07/2012	
	Index:	4	(Priority Score x Opportunity Score)

If tasks have been completed and an objective met, the change in the indicator score will show here, in the Comprehensive Plan Report. It does not, at this time, change the initial indicator score within the tool (i.e., when working in the Assess or Plan components).

The report will list the current score, the date the objective was met, and the initial score.